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THE LOUISIANA

Journal of Education.

VOL. III. MARCH, 1881. No. I.

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Terms.—Single Copies 15 Cents. Annual Subscription $1.00, in advance.

ROBT. M. LUSHER and WM. O. ROGERS,

EDITORS AND PROPRIETORS.

NEW ORLEANS, LA.
Seymour & Stevens, Publishers, No. 96 Common Street,
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LOUISIANA JOURNAL OF EDUCATION.

Entered at the Post Office at New Orleans, La., as Second Class Matter.

Vol. III. NEW ORLEANS, MARCH, 1881. No. I.

The Outlook.

Educational matters in this State have improved during the last few weeks. Money has a wonderful power, both for alleviating present troubles and lightening future prospects—and school funds have been put in circulation to the gratification of teachers and scholars. The sum of $30,320 has been distributed to the various parishes, as the interest upon the restored school funds of the State, and this has been followed by the further apportionment of $68,750 for the free public schools, making a total of $99,070. The delay in the collection of taxes under the new constitution has rendered it impossible to aid the schools earlier in the season, and the apportionment made February 18th is for the quarter closing June 30, 1880.

State Superintendent E. H. Fay, who has the interest of the schools warmly at heart, reports an increased activity in educational movements. Schoo s are increasing in member and efficiency. Teachers of ability and experience are finding employment with less difficulty, and at more satisfactory rates of compensation.

It is evident, also, that a stronger sentiment in favor of education is springing up throughout the State. The leading journals of the city and State have given unusual prominence to school matters. Public education is discussed in all its phases, and as the subject has much to gain and little to lose by fair criticism and free discussion, we may look for a favorable result from the influence of the Press.

With an enumeration of about 275,000 educable children between the ages of 6 and 18 years in this State, it is evident that an apportionment of $68,750, or 25 cents to each child, will not go very far to the maintenance of a public school system. The amount distributed, on account of interest on restored school funds, is to be applied to schools, and will give material help in many of the parishes, though not uniformly so, as may be seen from the fact that the eight parishes of Bossier, Caddo, Claiborne, Concordia, DeSoto, Madison, St. Landry and Tensas, with an enumeration of 47,206 children, received $17,197.75 from that source, while the parish of Orleans, with 56,947 educable children, received only $35.96.

What additional aid may be expected from the funds for 1880 will depend upon the collection of taxes and other sources of revenue not yet definitely settled. The State assessment being in round numbers $176 000,000, one mill tax would yield $176 000, from which deducting 20 per cent for non-collection of tax and we have $140,800 for interest and school funds. The sums paid amount to $99,050, leaving a balance to be collected of $41,750 on the one mill tax.

The collections for the interest fund of the State debt, according to a published statement of Hon. E. A. Burke,

State treasurer, amount to $355,225.83, while the sum required to meet that debt is $355,182. The tax for 1880 is 3 mills on $176,000,000 or $528,000, deducting 20 per cent as above, and there remains $422,400 or $67,216 over and above the amount needed to pay the annual interest. The surplus has been estimated as high as one hundred thousand dollars, and will exceed the amount we have named if the twenty per cent allowance for delinquents should prove to be excessive. "The surplus of this tax is to be applied to the establishment, maintenance and support of the free public schools throughout the State."

The balance of $41,750 on the one mill tax, added to the surplus interest fund on State debt, $67,216, will give $108,666, a safe if not a low estimate of what may be expected from these two sources of revenue for the support of the schools. This will give an additional apportionment of 40 cents to each educable child, or $22,778.80 to the parish of Orleans, which, added to the amount already received, $14,236,751, would make the total amount received from the State, for the city schools, $37,015.55.

It is probable, also, that a third source of revenue, the collection of the poll tax, will exceed the amount anticipated. This tax is enforced by stringent legislative enactments. It falls equally upon all classes of male adults. It is to be applied exclusively for the support of the schools in the parishes in which it is collected. The city papers have urged with great zeal that this tax should be collected. Extraordinary measures have been taken to enforce the collection. In many of the country parishes the work has been thoroughly done. In the city of New Orleans it is to be pressed with unusual vigor. The principals of the city schools have been authorized by the State tax collectors, with the sanction of the School Board, to act as deputies, and to make direct appeals to parents through the children of the schools. It may be reasonably expected that an aggregate amount of $15,000 may be realized from the operation of this enlarged agency.

There is a reasonable prospect, therefore, that the indebtedness of the School Board for 1880 will be fully met, and the pay-rolls for October, November and December, of that year, be paid in full. The sums named, supplemented by the balance due on the city's appropriation for 1880, will be sufficient for that purpose. Should the amounts actually received from the sources named be in excess of the above estimates, the surplus will go directly to the teachers, either by payment of an additional vacation month of 1880 or by the more prompt payment of the rolls of 1881, as the School Board may determine to be for the interests of the schools and the advantage of the teachers employed therein.

School sessions in the country parishes will depend upon the amount received from the State and the zeal and energy of the citizens in providing additional aid. We earnestly hope that at least six months' schooling may be furnished every educable child in the State during the year 1881. With prudence and wise management there should be a session of 9, possibly 10 months, for the city schools, and payments sufficiently prompt to justify a thoroughly efficient and progressive system.

We gather encouragement from the thought that great changes are taking place in the commercial and financial condition of this city; that grand efforts are being made to pluck prosperity from

the hand of destiny; that the hum of improvement is everywhere heard, and that public education, the education of the whole people, by all sources, public or private, must share in the general advancement.

Apart, therefore, from the mere fact that the schools have bridged with comparative safety over the dangers and embarrassments of the first year's working of the new constitution, we are disposed to see, in the energy and prosperity of the people, and in the evidences of increased attention to the cause of education, an improved outlook for the future of our schools.

Teaching Qualifications.

What are the qualifications of a teacher to be attested by such certificates as will authorize their employment in good schools, public or private?

There are certain characteristics which, by the judgment of society, are regarded as essential to the instruction of youth. Among these may be mentioned:

1. Good moral character. It is an insult to the teachers' work to suppose that it can be properly performed by any person whose life is not a silent and eloquent appeal in favor of virture and honor. The teacher's influence is the result of personal traits which are studied and imitated by the young Moreover, parents who commit the dearest interests of their children to strangers may reasonably expect that their trust has not been misplaced. The priest who ministers at the altar; the good physician who is freely admitted to the solemn and sacred mysteries of the family, these are no more required to be pure in thought, word and act, than is the teacher who instils knowledge into the minds of his pupils, and is permitted to guide their dawning intelligence into wisdom's ways, which are ways of pleasantness, and all whose paths are peace.

2. The teacher should have a cheerful disposition, apt to look on the sunny side of life, free with the words of encouragement and sympathy, and disposed to win the esteem and affection of his pupils. A sour and sullen temper, ever finding fault, wrangling over every petty foible and imperfection of youth, is utterly out of place in the school-room. Persons who desire to become teachers should, first of all, subject themselves to a rigorous self-examination and, if conscious that they have no sympathy for the young, and no love for the work of instructing these children, they should seek some other honest employment, if they would escape a miserable servitude and an ignominious failure.

3. Teachers should be familiar with the branches which they are required to teach. This knowledge should cover particular and minute details, as well as the general principles through which those facts may be re-arranged, discussed and illustrated. So far as the mere ability to manage the text books used by pupils in primary departments is concerned, the standard of attainments may not be very high. Children accustomed only to hear and answer the questions printed in their daily lessons, are content to recive a minimum allowance of intellectual food and to consider that they have performed their whole duty by a successful use of their memory without any reference to understanding. No previous preparation for daily work is required by a teacher of this class. The teacher can read from the book while the pupil replies to the question, and when the half hour is over, the book is closed and the subject dismissed until the following school day.

4. A certificate which is based only upon a knowledge of the branches taught in primary departments may be a very insufficient evidence of teaching qualification. School girls entering their teens and fresh from the drill of the grammar and high schools may be, and frequently show themselves to be better prepared for an examination upon the elemementary facts of knowledge than persons of mature judgment and ripened understanding who have forgotten many of the details of their school studies. Teaching qualification must have reference to the results of experience and not solely to the condition of the memory. The ability to impart knowledge is something altogether separate from the ability to acquire knowledge. Both must be combined in the teacher. Certificates of qualification should be given only after a successful examination upon text book knowledge has been followed by a probation of at least three months, as a practical teacher in the school-room. Without such preliminary trial the examination for teachership does not differ from the test applied annually for promotion from one department to a higher in the public schools. It is a test of knowledge, not of ability. Certificates should be carefully graded. A primary grade certificate should not be allowed to run more than two or three years. During that period, teachers should be required to change them for those of higher value, as an evidence of their progress, interest in their work, and professional skill. There is a large class of teachers who having succeeded in acquiring primary grade certificates regard their future as secure and display no further evidence of ambition or professional spirit. Such encouragements as promotion in office and increased compensation should be offered by School Boards to incite emulation and continued effort on the part of primary teachers.

5. A teacher's certificate should have reference to a general knowledge of literature, history and science. The teacher should have sufficient knowledge to throw a flood of light upon all questions which may arise in the daily school work. This knowledge can only come with reading, reflection, and familiarity with passing events. The most glaring defect manifested in a course of study which has been governed through all its course by a prescribed programme, is the narrowness of the understanding upon subjects familiar to persons of de ulting reading. In a recent examination of candidates for teacherships, lasting through five days, four days were allotted to a review of the branches taught in the public schools. On the fifth and last day, a series of questions was given designed to test the general knowledge of the applicants in the definition and use of words, and their ability to produce an original composition without previous preparation and under unfavorable circumstances of time and place. It may be of interest to note some of the answers given on that occasion—while it is just to say that the acquirements of the one hundred candidates, in the aggregate, was considerably above the average of some preceding examinations.

Among the ten words to be defined, were the following answers, from as many different candidates :

Aphelion—"like a lion." Expatriate —"to pay for," "to spit," "to praise." Furtive—"somewhat peevish," "wistful." Exhalation—'excitement." Furtive—"a clear explanation."

Ten words were given upon each of which a sentence was to be written, among which were, Cromwell, Newton,

Plato, Franklin, Plastic, Magna Charta, ferocious, revolutiou, intelligent. The following were found among the answers :

"Cromwell was a great composer." "Cromwell wrote books in volumes. Cromwell was a mean man." "Newton was a great poet." "Newton made important discoveries which were previously unknown." "Newton composed well." "Newton invented the laws of falling bodies." Plato discovered the works of Dante." "Franklin was noted for his orations. Franklin invented lightning rods--he also discovered electricity." "A ballad was written in honor of Sir John Franklin. the Arctic Explorer." "The plastic is sold." "The Magna charta was granted by John I. to the American Colonists." "The Southern part of Europe was formerly called Great Greece or Magna charta." "A declaration of the Magna charta *writes* of the English people." That ferocious dog came near *bitting* my sister." "The revolution of the Earth on its axis causes a change of seasons." "The American Revolution weakened the minds of the people." "Intelligence is a great gift which is not confined to all." "Horace Greely was an intelligent youth."

A candidate wrote with reference to the public schools : "If it were not for these schools children would be raised like the beasts of the forests." Another said : "The great advantage of the public schools is the education which they afford." Great diversity of opinion existed upon the subject of music." "The mind of the savage is directed to roving habits instead of the building up of his country." "Music is one of those excellent qualities which every young lady should try to obtain, as it renders her estimable in society."

We are not finding fault with any of these answers. Their originality is at once refreshing and impressive. They will doubtless compare favorably with the same number of answers to be found in the results of any examination of one hundred applicants, in any city of the country. We only suggest that they indicate a measure of preparation for teaching as a profession, which cannot well be overlooked in conferring certificates of qualification. In the effort to secure a higher standard of excellence a certain amount of literary culture cannot be ignored.

Teaching is intellectual work. A candidate without taste for books, without ability to read thoughtfully, improvingly, something higher than a trashy novel —should seek some other employment. Always to keep the intelligence within the narrow range of the daily lessons will, sooner or later, tell upon the efficiency of the teacher. All intellectual work is progressive, because the search after knowledge is the law of growth and because of the fertility of human inventions and the contributions constantly made to the general stock of knowledge. It seems to us, therefore, as just and proper that a teacher's certificate should have some reference to the evidence of mental culture acquired by reading and varied studies.

Examinations of candidates for teacherships should have a two-fold object. First to give employment to a number of well qualified teachers whose services are actually needed. 2dly, to advance teaching as a profession by maintaining the highest possible standard of qualification.

Certificates granted by examining Boards should be sufficiently full and explicit to indicate the attainments and fitness of the candidates in all departments of intellectual activity and professional skill.

Fraternity in Education.

The recent visit to our city of gallant soldiers from Boston and elsewhere has given rise to an exchange of sympathies between representative men of the North and the South, and happily established bonds of fraternity which can never be sundered, so long as this Republic shall continue its grand mission of unifying its people, only for the purpose of securing peace and good order within our broad territories, and of fostering those industries and arts on which the prosperity of the land so largely depends.

But to further the development of our republican institutions, and the perpetuation of our democratic form of government, there is something more needed than the exchange of civilities between representative men of the North, South, East, and West of this teeming land of ours. *The life of the Republic is in the intelligence and virtue of the people;* and, as successive generations of freemen are born to control its destinies, for their own welfare and for the benefit of their successors, the grave question arises: how can we best maintain in those freemen the principles of our forefathers and the reverence for public virtue which characterized the noble men who founded the Republic?

The obvious answer is, that this great end can be attained only through the existence, in every city, town, and hamlet of the land, of well organized schools, common or free, primary, elementary, and high, in which the children of the rich and the poor alike can be trained, intelligently, in all those branches of knowledge which are essential to the freeman's success in the profession, trade, or art to which the energies of his life may be devoted, and instructed, moreover, in those principles of morality and virtue, which alone can preserve his manhood and fit him, fully, for the exercise of his political franchises and rights.

For the attainment of this important end, the States of the South should vie with those of the East and the West, sparing no effort to extend the privileges of such an education to all their people, but, rather, dispensing its blessings with unstinted liberality. When this shall have been accomplished, the South will occupy positions of honor in the sisterhood of States; the intercommunications of citizens of different sections of the Republic will be multiplied; industrious immigrants will seek the advantages of our rich soils—particularly the virgin soil of Louisiana, and the wealth of each Southern commonwealth will be increased fourfold: in a word, the fraternity in education—*an honest, a hearty, a sincere, and an enlightened communion of mind with mind*—will bind all portions of the Union together, with a silken, yet an imperishable cord.

Kindergartens.

The report of the Commissioner of Education, for 1878, gives some interesting statistics with regard to Kindergartens in this country.

In 1876 there were 130 schools, 364 teachers, 4090 pupils.

In 1877 there were 129 schools, 336 teachers, 3931 pupils.

In 1878 there were 159 schools, 376 teachers, 4797 pupils.

Detailed reports are made with reference to the 159 Kindergartens in operation in 1878, and it is interesting to note the unanimity of the directors with reference to the effects of the system of instruction. In no single instance is the report unfavorable. In several instances the effects are characterized by a single word, as "Favorable," "Rene-

ficial," "Excellent," "Satisfactory," "Admirable," etc. A collection, in one body, of all the terms of approbation contained in these reports, would constitute an endorsement so decided and comprehensive, as to challenge the attention of all persons interested in education. It rarely happens that so many persons engaged in a special branch of work can be found to unite with so much cordiality, amounting almost to enthusiasm, upon the benefits resulting to others from any particular system. If it be said that this mass of testimony is from witnesses who cannot be regarded as impartial, because interested in promoting the success of the work in which they are engaged, it should be noticed that the question involved is one of principle, as well as method, and that the beneficial results are claimed for others and not for themselves.

We quote the following sentences, taken from as many different reports, upon the "effect of the system."

"Develops the physical, moral and intellectual faculties in perfect health and beauty, and forms the grand work of a thorough education."

"It appeals to the whole nature of the child, reaching at once his intellect, his emotions and his physical activities, and contributes to produce a balanced development not attainable by any other system."

"Children are notably healthy under Kindergarten influence; their power of observation, perception and understanding are quickened and strengthened."

"The children are healthy and active, and the training is superior to any other as a preparation for the more advanced grades of study."

"Makes the child attentive, thoughtful and kind, and excellently prepares him for primary classes."

"Inculcates generosity and obedience, makes the child healthy and pleasant in disposition, and prepares him for a higher grade of study."

"It is a system of individual culture, and forms a pleasant transition from home to school life."

These extracts are sufficient to indicate the character of the reports of school authorities who have tested the practical results of the Kindergarten.

The three years covered by the report of the Commissioner were, to a great extent, years of experiment of this system of instruction in this country. During the last two years since the publication of that report, the number of Kindergartens has greatly increased. The demand for teachers familiar with its principles and methods, and specially trained for the work, has been constantly increasing. A special order of teaching talent is requisite for a successful Kindergartner. It is not sufficient to have learned the order of exercises, the "gifts," songs and plays of a programme. There must be a love for children, a capacity for entering into their thoughts and feelings, participating in their joys and sorrows, winning their affection and respect by the many ways which lead to the heart of a child. There must be that rare governing faculty which is noiseless in its influence, which is soft and gentle, and yet can be, when the need exists, firm and decided. There must be a cheerful disposition to dispel moroseness, and a personal magnetism which attracts the young affection. There must be a working disposition, since the varied activities of the children in the Kindergarten greatly add to its attractions. There must be a natural love of order, a taste for art in decorative work, and ability to teach the elements of music with a leading

voice. There must be a love of the beautiful to illumine the daily work, and there must be a power to comprehend and impart the refinements of morality and the noblest lessons of pure religion. The physical, intellectual and moral nature of childhood must all be developed by the teachings of the Kindergarten.

A teacher thus endowed and qualified for her work, will find in the Kindergarten the most natural and attractive sphere for the exercise of her talents. She easily, by force of character, becomes the moral and intellectual centre from which all the influences radiate. The mere machinery of work is simple and inexpensive. A table or two upon which squares are lined; chairs suitable to the age of the children; a few gifts of blocks, and small, smooth sticks; paper, perforated and colored; scissors, a bottle of gum arabic and brush, and whatever else the taste and ingenuity of the teacher may devise as safe and suitable for small children. The little fingers, under the guidance of a controlling spirit, are soon weaving and cutting picturesque designs for baskets, wall-pockets, chains, wreaths, etc., or building miniature houses, bridges, railroads, household furniture and the like. The school-room begins to have a cheerful look. Before the little ones are tired with this sort of employment, a circle is formed, and a few lively games send the blood on a stronger flow and give a healthy glow to the countenance. Then a bright song or two and a pleasant story and a lesson in numbers and forms, and so the few hours glide by. It is not strange that little children are fond of their Kindergarten work; nor is it strange to those who have paid any attention to the subject to find that this system of instruction is steadily growing in public favor and bids fair to become, before long, a permanent feature in all the educational movements of the country.

Make Haste Slowly.

It is a mistake to pick out the bright intellects from a newly-received class in a graded school, and advance them higher than was intended, on the ground that by their superior brightness they can accomplish in one year the work which has been mapped out for two years. No doubt the young pupil, goaded to extra exertion by ambition and the teacher's praise, will perform the task. There will be no failure so long as health and strength remain. Success, however, will be purchased at a heavy price. The brains will grow, but the physical body will languish. Experience shows, also, that when young scholars are thus stimulated to protracted, extraordinary exertions there comes, sooner or later, a mental weariness and reaction which finds relief in other forms of employment. Books and study of all sorts may become distasteful, and the great end of education, to fashion a mind for a life of usefulness, may be defeated. The tree which blossoms prematurely may be barren of fruit when the appointed season for maturity has come.

Let the minds of the scholars grow with healthful food, administered in wholesome quantity. Don't burn up the seed corn to brighten exhibition days. Do not rob your second class of that scholar who belongs there, in order that your present first class may make a display in the annual examination. Teachers who undertake to do in one year what can be better done in two years, commit a grievous error. The battle of life, with its restless surging of actualities and its whirl of carping cares, will come soon enough The years of school life are soon gone and can never return. God pity the lad or girl who is thrust in the tenderness of

youth into the heart of the battle! Let them be kept back as long as it can be done, not pushed forward with too eager haste. School time is being shortened by encroachments of labor and the increase of social and family wants. At any rate, sound judgment would indicate that it is neither for the present nor future good of pupils that they be overtaxed with mental work at the expense of such exercise and recreation as may be needed for their healthful physical growth. Make haste slowly.

The oldest inhabitant cannot recall a season so unfavorable as this has been for school work. We have had raw, cold, blustering days when children were prudently kept at home by their parents, and when a great reduction appeared in school attendance. The rain has visited us so often and so violently that there has been much sickness among the little folks. Teachers who delight in full rooms, and are apt to point with pride to high rate of daily attendance, have been well nigh discouraged by so many interruptions in their daily school work. The session has been an exceptional one, and it is to be hoped will continue to be so in the record of the schools.

The present number commences the third volume of this journal. It is the most favorable time of the year for renewing subscriptions and for obtaining new subscribers. We will be duly thankful for either; especially thankful for both. We renew the offer made at the beginning of the second volume—to furnish the journal gratuitously to any teacher who will send THREE new paying subscribers. Any teacher, so disposed, can do *that* much.

Rex!

From some mythical land of dreams or shadows; from Druidical groves; from the mountain passes of Afghanistan, or from some gorgeous temple of the Buddhists—no man can tell whence—cometh the Rex of the Carnival! Faithful servitors, hail his approach, the telegraph announcing that now his mighty ship, laden with ponderous chests of gold, silver and precious jewelry, is upon the tempestuous sea, and anon, with safety, has entered the mighty river which bears the commerce of our port. Obedient vassals await his approach. Dukes of high estate and sounding title issue the orders which announce the approach of the King. The city formally expresses its allegiance. The symbolic flag waves over the City Hall and from a thousand seats of pleasure or business. The whole community begins to feel the throb of a great event. Old men shake their heads and contribute freely from their plethoric purses. The fairest fruits of the land are culled. The daughters of Eve flutter their finest apparel. The school children are granted a holiday. Rex comes! He is here! The air reverberates with the sound of artillery. The streets tremble beneath the tread of prancing steeds, and the sunlight sparkles on gorgeous panoplies and costly decorations. A royal reception is given. Long live the King! All through the long day—the wonderful Mardi-Gras—Rex reigns! The scene is a grand human Kaleidoscope. All that is grotesque in mortal characteristics, all that is weird and canny in the worlds of nature and art, are represented with skillful exaggeration. The streets are filled with a seething crowd, intoxicated with pleasure, or wild with curiosity. Strangers gather by thousands from North and

South, East and West, and mingle in a mighty mass, where the rich and poor, the young and old, bury all distinctions in a struggle for the foremost ranks. Through the streets lined with a sea of upturned faces, eager, restless, ruddy with the reflected torch-light—the most beautiful pageants wind their way. A few brief moments and all is over. The clock strikes midnight and the scene vanishes as with the spell of enchantment, and Rex has gone! Gone with all the pomp and glitter, and nothing is left but to settle down once more to the prose of a life of work and practical reality. The school children take up their books again, but in their dreams wonder if the Rex of their fathers and the fairies of the poets live in a world which is better and brighter than the plain unromantic world where men work for the dollar and children are doomed to perpetual study. An entire community, turned over to the dominion of the picturesque and the ideal, if only for a day, is a phase in human experience which is always suggestive. To what extent we possess ourselves; how far we live on our own lives are momentous questions. Better to let the world have a faith in the unknown and unknowable, though hidden by tinsel and seen only on a grinning masque, than to believe that the sole purpose of life is to eat, drink, make money and die. Reason stands aside like a Niobe in tears. Common sense hides her face behind the windows of the shopkeeper. Wisdom finds it convenient to wander after her hidden treasures. The world of humanity has gone out for an airing—and the creations of Fiction, Robinson Crusoe, Don Quixote, Santa Claus and Rex hold a feast. Why prick the bubble that floats so gaily in the sunshine?

"When science from creation's face,
Enchantment's vail withdraws,
What lovely visions yield their place,
To cold material laws."

Hon. J. L. M. Curry, General Agent of the Peabody Education Fund, was in our city a few days since on a general tour of inspection through the Southwest, leaving Louisiana for Texas, and intending to go from that State to Arkansas. The city public schools and the Normal schools—the latter of which are exclusively sustained by the Peabody fund—were closed on account of the Carnival festivities. The occasion, therefore, was not favorable for examination; but Dr. Curry's long experience in educational matters, and his previous acquaintance with some of our most prominent citizens, will, doubtless, enable him to form a clear and comprehensive view of the field in its relations to the work of his agency. We trust that Louisiana will receive its full share of that noble bequest whose influence is seen in the Normal schools which are so largely sustained by its aid in many portions of the South and which contribute to promote education by elevating the standard of professional teaching.

In another part of the journal we give a brief sketch of the life and public services of Dr. Curry—a record which, apart from his important trust, commends him to the respect and confidence of the people of the South.

Slipping Away.

They are slipping away,—these sweet, swift years,
Like a leaf on the current cast;
With never a break in their rapid flow,
We watch them as one by one they go
Into the beautiful past.

As silent and swift as a weaver's thread,
Or an arrow's flying gleam;
As soft as the languorous breezes hid,
That lift the willow's long golden lid,
And ripple the glassy stream.

As light as the breath of the thistle-down;
As fond as a lover's dream;
As pure as the flush in the sea-shell's throat,
As sweet as the wood-bird's wooing note,
So tender and sweet they seem.

One after another we see them pass
Down the dim-lighted stair;
We hear the sound of their steady tread
In the steps of the centuries long since dead,
As beautiful and as fair.

There are only a few years left to love;
Shall we waste them in idle strife?
Shall we trample under our ruthless feet
Those beautiful blossoms, rare and sweet,
By the dusty way of life?

There are only a few swift years,—ah! let
No envious taunts be heard;
Make life's fair pattern of rare design,
And fill up the measure with love's sweet wine,
But never an angry word!

—*Anon.*

Practical Department.

BOSTON GRAMMAR SCHOOLS.

THE EXAMINATION FOR THE DIPLOMA—QUESTIONS PUT TO OUR BOYS AND GIRLS.

The following are the diploma questions in geography given by the Supervisors to the boys and girls of the first classes in the Boston Grammar schools who are candidates for graduation next June. The examination in the other studies will occur later in the year. They can be made serviceable as posers around the family circle :

GEOGRAPHY. PART I.

From 9:15 *to* 10:30 *A. M.*

1. (*a*) Arrange the following topics in their natural order, for the study of any country:

   Climate, Surface, Outline, Position on the Globe, Animals, Inhabitants, Cities, Political Divisions, Minerals, Commerce, Industries, Striking Natural Scenery, Vegetation, Important Historical Associations.

   (*b*) Why is your arrangement a natural one? (*c*) What is included in the study of the *surface* of a country? (*d*) In the study of its *inhabitants?*

2. (*a*) Where do people live who had a vertical sun the 21st of December? (*b*) What part of the earth was lighted by the sun of that date? (*c*) Compare the length of day and night in the different zones on that date.

3. (*a*) Where do the people live who have a "midnight sun" on the 21st of June? (*b*) How does the sun seem to move through their sky on that day?

4. (*a*) What part of the earth has more day-time than night-time on the 21st of June? (*b*) When are the days and nights equal over the whole earth? (*c*) Why?

5. (*a*) When it is time for your recess, what will be the time by the clocks in London? (*b*) Which would be the longer—a journey of five degrees west from Boston, or five degrees north? (*c*) Explain the last two answers if you have time.

GEOGRAPHY. PART II.

From 10:50 *A. M. to* 12 *M.*

6. (*a*) Sketch a map of Asia—indicating (*b*) the principal mountain systems; (*c*) the course of the large rivers that rise in them; (*d*) the situation of four important seaports; (*e*) and of two inland cities or towns. Write upon the map the names of these cities, rivers and mountain systems.

One of the three following:

7. (*a*) What are the natural advantages of one of the seaports indicated on your map? (*b*) Give the probable cargo and route of a vessel sailing from one of them for Boston. (*c*) State the importance of the Inland cities or towns indicated on your map.

7. (*a*) Which of the countries of Asia are under foreign government? (*b*) Write whatever you can of the present condition of one of them.

7. Write of the changes and the progress in Japan within the last fifteen years.

Either of the two following:

8. Draw a section line (profile) from San Francisco to Boston, and write upon it the names of the different physical regions which it shows, and the words agricultural, barren, manufacturing, mining, where they belong.

8. Mention and describe the different physical regions which a traveller would cross in journeying from Boston to San Francisco.

Either of the two following:

9. (*a*) What animals belong specially to tropical South America? (*b*) To tropical Africa? (*c*) To Australia? (*d*) What vegetation and animals are common to British America, Alaska and Siberia?

9. Describe the country along the banks of the following rivers: Nile, Yenesei, Rhine, Amazon, Mississippi, Merrimac.

SUCCESS IN LIFE, BY REV. ROBERT COLLYER.

Rev. Robert Collyer, the well known divine, recently delivered an excellent lecture, entitled 'From the Anvil to the Pulpit," before the students of Eastman's College. After telling the story of his life in a pleasing, yet simple way, he closed his address with the following suggestions:

Now, let me give you in conclusion what you would call "two or three wrinkles," the pathetic cry of one in his afternoon to youth in its fresh morning.

First. If you want to do well, keep well, if you possibly can. Do not let your education rob you of your health. It is about the worse thing you can do under the whip and spur of a noble purpose, and it is what vast numbers do to their lifelong regret. When a fine painter took the butcher to see one of his pictures he said, "Aye, Master Haydon, it's a grand picture, but I doubt whether you could have done it if you had not eaten my beef." And I think there was a grain of truth in the remark. They say base ball is getting into the hands of gamblers, and that young men of a good breeding are shy of it. I should be very sorry to think so. It is the handsomest game that was ever played, and one of the healthiest. Play base ball, and pull a boat, and get your chance in vacation at long tramps and hard beds and rough, wholesome fare; eat well and sleep well; be as clean all through and all over as though you were in a drawing-room, and then you will not only be able to do your day's work in this world like a man, but when the years bring their inevitable burden you will be able to say with Adam, in the play:

"Though I look old, yet am I strong and lusty,
For in my youth I never did apply
Hot and rebellious liquors to my blood;
Nor did not with unbashful forehead woo
The means of weakness and debility;
Therefore my age is as a lusty winter,
Frosty, but kindly."

Remember this, too, that with health and strength to back you, life means hard work, and hard work on long lines with native ability and good conduct means success. I will venture to say that this, as a rule, we can trust is always the story of the young man who begins life with no advantage of possition or patronage, and makes his way to a good place. He gives his heart to what he has to do, not half the time, but all the time; not grudgingly, but gladly, and not merely for the sake of salary, but because he loves to be at it, and makes the work in a good measure its own reward. It shall come to pass, if you take hold like this, that men will say you have a genius for what you take in hand. But you will know that one of the fine qualities in a genius for anything is an absorbing love for it, and the power of intense application by which every other power is set to its finest edge and directed to the one great purpose the man holds in his heart and brain. You may set this truth in whatever light you will, of business, or work on common levels, or work on the loftiest heights, to give your heart to it is one of the grandest secrets of success. It might seem to you that a great many go from the bottom to the top of the ladder at one jump. It is not true. It is never true. All the men I know who have made a real success of their life are hard climbers. The other way is like the monkey toy of the children. You go up swiftly over the top and come down head first to begin again.

This story of mine is of no use to you if you forget that from the day I left the little cottage to the day I came to New York, my life divided itself into two sections of steady striving on long lines. Twenty-one years at the anvil and twenty-one years in the West, and in these there is no break except that I made to get from the Old Work to the New. And now I see that these forty-two years all belong together, and in every year something was done for those that were still waiting. In some of the later years in the shop I could not but feel that I was the equal as a preacher of a good many men who did nothing else, and would wonder whether I should die as my father did at the anvil. But when we had a houseful of children, and my

hammer was a capital weapon to keep the wolf from the door and keep things fair and true, so not one step would I go until that light shone clear, and I knew I was on a sure adventure.

NEW NATIONAL MUSEUM.

The new National Museum at Washington is now complete, except that the cases are not yet put in. The building stands on the grounds of the Smithsonian Institute, only a few rods distant from it. It is in the form of a square, with sides of three hundred and twenty-seven feet in extreme length, and is surmounted by a dome and a cross. Within its facade a net area of one hundred and two thousand two hundred square feet, two thirty-fifths acres, is covered by roofs. Subterranean communication with the Smithsonian building has been established, which, besides ordinary uses, will serve in cases of panic, fire, robbery, etc. On the main floor there are seventeen halls, communicating with each other, in which there are three hundred square feet of floor space and a proportionate amount of wall space for curiosities. There are also on the main floor and in the upper stories of the four corner pavilions and eight towers twenty-seven thousand four hundred square feet of floor space, arranged in thirteen rooms for offices and working apartments. In addition to this, there are four thousand square feet of space in the galleries, intended for special collections. The centre of the building is octagonal on the ground floor, surmounted by a sixteen-sided polygon, two hundred and sixty-seven feet in diameter, lantern-crowned, and finished with decorated finial. Through the many windows of this lantern dome, a flood of light pours in upon the galleries and halls below.

The dome is one hundred and eight feet to the top of the finial. Four naves, of sixty-five feet in width and one hundred and seventeen feet in length, radiate from the centre and extend to the outside walls of the building. These naves form a Greek cross, over the centre of which the dome rises, and part of the spaces between the arms of the cross are fitted up with halls sixty-five feet square, and of the same height as the naves.

Here the students of ethnology will find one of the most instructive institutions in America, and in time one of the first museums of the world; where man in all his different forms, complexions, costumes, surrounded by specimens of the handicraft of various races and of all ages, the weapons of chase and war, the implements of all the trades, the utensils of the household and of the temple, may be seen and studied in mummy, manikin or skeleton. Here the mineralogist, the geologist, the naturalist, the artist and indeed most every one, will find lessons innumerable, bearing more or less directly upon the subjects of his deepest study.—*Eclectic.*

THE GOBELIN TAPESTRY OF FRANCE, BY C. H. GATES.

The manufacture of fine tapestry had its origin and development in the great luxury that prevailed at the court and among the nobility of the reign of Louis XIV. Up to the sixteenth century France had obtained her tapestries and carpets at first from the East, and then from Flanders, a country where workmen had acquired great superiority in the reproduction, on the loom, of great allegorical subjects or those drawn from religious history or landscape. In the country of the Marches a few factories had been established, and the tradition of the country would have it that the first essays went back to the time of the Saracens, and that for that motive, or because they came from the East, they were called Saracen works; unfortunately workmen and employers, for want of artists and designers, were reduced to take as models engravings more or less well done, to which they adapted fancy colors.

At Beauvais, also, were established other factories, copied from those of Flanders; this manufacture had been encouraged by Henry IV., who had created *la Savonnière*, with a colony of Flemish artisans.

The entire industry owed its organization to Colbert, who preserved it from foreign competition by protective edicts, and installed a veritable school of indus-

trial art in the manufacture of the Gobelins that still exists. During the reign of Francis I., two workmen, the brothers Gobelin, had founded on the banks of the Bièvre a dye-house of woolens. At this epoch France was receiving all her dyed woolens from Venice, and the neighbors judged the enterprise so rash that they christened it the Gobelin folly. One soon, however, saw the poor workmen realizing good profits, and, as they made a secret of their process, they were accused of having made a league with the devil; they had done much better, for it is asserted that they had discovered the scarlet dye.

To this dye-house was annexed, in 1630, a colony of Flemish workmen; and thus was created that celebrated establishment, whose unequaled tapestries rival the finest paintings,* and are sold at their weight in gold. A tapestry of fourteen pieces, among which figured the siege of Dover, represented the history of the king, Louis XIV.; another formed of four pieces was called that of Alexander, the Louis of ancient times; it cost 78,000 livres, and would be worth six times as much now-a-days.

We may add that the Gobelin's factory had become a real school of the fine arts applied to industry 259 artisans labored there, under the direction of 59 painters and designers, who represented all branches of art, history, and architecture, ports and marines, flowers and ornaments, landscapes and animals; all these artists were placed under the tutelage of Leburn, whose duty it was to impress the idea of grandeur, and to imitate the style that is peculiar to all the works of that epoch.

The Gobelins then, as now, only worked for princes. Beauvais, and especially Aubusson, furnished the nobility and the rich *bourgeois* with the tapestries rendered necessary for the many *hôtels* and chateaus constructed at that period. Fouquet, a simple financier, had accumulated, in his chateau of Vaux, artistic riches, enough to render the monarch jealous of them, and he made this jealousy quite apparent. The *Ile Notre Dame* at Paris was filling up with splendid mansions; architects were making happier arrangements in the distribution of the rooms, and were using the doors of entry as subjects of architecture where they could *display the riches of their imagination.—Nat. J. of Edn.*

*One may have some idea of the delicacy of tone to which one can arrive, when it is known that the chromatic construction of the scale of colors adopted for the special dyeing of woolens amounts to 14,420 different shades!

SOME NEGLECTED BRANCHES OF EDUCATION.

Since the days of Kant, the great German metaphysician, Philosophers have commonly divided the human soil into three members: the Intellect, the Sensibility, and the Will. The first is the faculty of knowledge, the second the faculty of feeling, the third the faculty of choosing. What a man *knows*, he knows because he has an intellect; what he *feels*, he feels because he has a sensibility; what he *chooses*, he chooses because he has a will. These divisions are subdivided, as the intellect into perception, outer and inner, representation, including memory and imagination; reasoning, etc.; but with these we are not here concerned.

These several faculties are developed and strengthened by appropriate activity; the Intellect by acts of knowledge; the Sensibility by acts of feeling; the Will by acts of choice and volition. The world is the school in which this broad and comprehensive education goes on. In part it is direct, in part indirect. Part of it comes from the conscious and intentional study of books for that end; another part from association with our fellows when education is not at all in view. Reading is an educator; so is the study in school sense; and so are bargaining, playing, quarrelling, listening, talking, and every other kind of mental activity, whether it be as frigid as science or as hot as anger.

Thus far the education of the intellect is the education that has most occupied the attention of the world. If men were left, without schools, to the experience of life, to their business and to contact with the world, they would get a considerable intellectual training, to a certain extent—the power of observation and judgment would be quickened, the memory strengthened, and the thinking power developed. But this would be wholly inadequate to a civilized State.

Very early, therefore, in the history of progress, men create schools in which intellectual education is furnished. To some extent, too, these schools educate the other faculties of the soul. Besides, schools for moral and religious instruction, which looks to the feelings and the will rather than the intellect, are also organized. Now, it so happens, that no schools can exist that calls out a single faculty. There may be one scholar and one teacher, but the relation of the two will influence feeling and choice. Or if a students shuts himself up with the dryest book in the coldest chamber, he cannot exclude the elements of emotion. A lesson and a class in mathematics call out the will and the sensibility; on the other hand, the most direct appeals to the feelings and to the will must reach their destination by way of the intellect. But, generally speaking, it must be said that what is commonly called a school is primarily a place of education. That is the direct and conscious purpose for which it is organized; and the training of the sensibility and the will comes indirectly, and is often overlooked altogether.

We hear much of the science and art —the theory and the practice—of education; and what people who use these expressions have in their heads is intellectual education. We hear much, of course, of study and method of instruction; and everybody understands that these phrases have reference to intellectual results. Who ever heard of a school for the feelings? Who ever saw a course of training for the will? I do not say that such schools will be useful, but I do say, if not, only one man in a thousand can say why not. And the inability of the nine hundred and ninety-nine is owing to the relatively slight attention that these branches of education have hitherto received. In such a community as Ohio, nearly every parent has aked, "What shall I have my child study?" The question looks to an intellectual preparation for the future. But what proportion of these have ever even asked the question, "What training does my child need, that its temper, its faith, its hope, its patience, its courage, its independence, or its resolution may be properly educated." Of course the majority of these people do a great deal for their children in some or all of these ways; this they do by correcting bad habits and encouraging goodness; but, generally, they work without the guidance of any general ideas, and often in the most inconsistent and fitful manner. The fact is, these branches of education are, in a large measure, left to facts and forces that exist and play for a wholly-different purpose. Nature (including human society and life in the term) does the work, and perhaps as well as parents without ideas could do it. Were the question, "How stiffen a limber will?" or the question, "How check a headlong hope?" put them for answer, they would be dumbfounded. These questions, and many others like them, are indeed discussed in the books of philosophers; but there has been next to no popular discussion of them. Even the school text-books on Mental Philosophy often embrace only the intellect. But that all these subjects lie within the field of educational science, is well known to every man who has given them careful attention; and there is no reason inhering in the subject-matter why we should not have a popular theory and practice that shall embrace them. If any one be curious to know why our common science of education includes no more, he may find the information in the relatively-undue estimate now set upon intellectual prowess and education. "At first," says Dr. Mark Hopkins, 'men worshiped strength of body, physical energy. The man who had the greatest power of muscle was the hero. The next step is the worship of intellect. Disputants and intellectual prize-fighters become heroes. Great debaters, pleaders, orators, writers, become great men, irrespective of character. This is our present state. No nation has got beyond this. No doubt the time will come when this state of things will be looked back upon as we now look back upon the ascendency of force."

The above are old and maturely-formed thoughts of mine. I am stimulated to set them down here by a new book that I have not read: Self-Culture: Physical, Intellectual, Moral, and Spiritual: a Course of Lectures by James Freeman Clarke." Among the twenty-

one titles, I find these: "The Imagination," "Education of the Conscience," "The Organ of Reverence, and its Cultivation," "Education of the Temper," "Education of Courage," "Education of the Will," and "Education of Hope." These are common things but not common topics. No doubt Dr. Clarke's religious philosophy will appear plainly enough in some of them; but no man who knows his habits of observation and reflection and his literary ability will question that the book is worth reading. Most of these lectures, I intend to read, but before doing so I wish to thank their author simply because he has discussed them. One of them I have read already, "Education of the Will." I shall conclude this paper with noting two or three points in the discussion.

Will is not wholly a matter of organization and temperament: there is an educated, created will as well. "Strength of will is the power to resist, to persist, to endure, to attack, to conquer obstacles, to snatch success from the jaws of death and despair. It is the most vital element in character. It is essential to excellence; for of him who has no will it must be said, 'unstable as water, thou shalt not excel.'" "Self-reliance, self-restraint, self-control, self-direction, these constitute an educated will. If the will is weak it must be taught self-reliance; if it is willful, it must have restraint; if it is violent, it must have self-control; if it is without any true aim, it must be educated to self-direction." "The two diseases of the will are indecision or weakness of the will, and willfulness or unregulated strength of will. The cure for both is self-direction according to conscience and truth." He says: "Weakness of will, or indecision, arises from different causes. One is a disproportion between the ideal and the practical faculties. This is best known in Shakespeare's Hamlet. He is unable to decide, because he has too many ideas together in his mind. A man who sees only one thing, easily makes up his mind. But one, who, like Hamlet, sees both sides of every subject, often cannot decide to take either side. Is the ghost really his father's ghost, or is it not a false demon sent to lead him astray? He cannot decide. Does it bring airs from heaven or blasts from hell? Is its intent evil or charitable? Impossible for him to make up his mind. This is the disease of excessive mental education, when the intellect is cultivated out of proportion to the active powers. The natural cure for this is action, work, daily returning duties, which must be done, about which there can be no hesitation, no delay."

"Another source of weakness of will is the defect in the power of concentration; inability to fix the mind on one subject, and to hold it till it is done." This is illustrated, and one remedy given in an anecdote that I have not before seen: "There is an anecdote related of himself by Alfieri, in his very interesting autobiography, describing the way in which he compelled himself to keep to work. Being very fond of horses and of riding he often left his desk and writing to take an excursion. No matter what resolution he made, the temptation of a fine day was too strong to be resisted. So he directed his servant to tie him in his chair, and to fasten him by knots he could not himself loosen and then go out of sight and hearing for a certain number of hours. Thus Alfieri was obliged to keep at his desk. He adds, that to avoid the ridicule of being found by chance visitors thus fastened, the servant covered him with a cloak before departing. Thus the higher nature conquered the lower."—*B. A. Hinsdale, in Ohio Educational Monthly.*

A SCENE IN SCHOOL.

An incident occurred in a public school of Roxbury, during the mastership of Dr. Nathaniel Prentice, which exhibited the noble side of boy-nature. It has been often told, but will bear repeating.

Dr Prentice threatened to punish with six blows of a heavy ferule the first boy detected in whispering, and appointed detectives. Shortly after, one of them shouted: "Master, John Zigler is whispering." John was called up, and asked if it was the fact. John, by the way, was a favorite both with his teacher and his schoolmates.

"Yes," answered John. "I was not aware what I was about. I was intent

on working out a sum, and requested the boy who sat next to hand me an arithmetic that contained the rule which I wished to see."

The doctor regretted his hasty threat, but told John that he could not suffer him to whisper, or escape the punishment; and continued: "I wish I could avoid it, but cannot without a forfeiture of my word. "I will," he continued, "leave it to any three scholars you may choose, to say whether or not I omit the punishment."

John said he would agree to that, and immediately called out three boys. The doctor told them to return a verdict, which they soon did, after consultation, as follows:

"The master's word must be kept inviolate. John must receive the threatened six blows of the ferule, but it must be inflicted on voluntary proxies, and we the arbitrators will share the punishment by receiving each of us two of the blows."

John, who had listened to the verdict, stept up to the doctor, and, with outstretched hand, exclaimed: "Master, here is my hand; they shan't be struck a blow. I will receive the punishment."

The doctor, under pretence of wiping his face, shielded his eyes, and telling the boys to go to their seats, said he would think of it to his dying day; but the punishment was never inflicted.

RHETORIC.

A distinguished divine said that he once made a journey to see his mother on horseback. Another, describing to a deeply interested audience the alarming increase of intemperance, astonished his hearers by saying "A young man in my neighborhood died very suddenly last sabbath while I was preaching in a beastly state of intoxication."

In the paper which publishes the above as a specimen of faulty rhetoric, we find the following sentence in an editorial:

An elderly gentleman reached his office on William Street, this City, where he sells revenue stamps and postage stamps, one morning last week, &c.

SCANDINAVIAN LIBRARIES AND THEIR TREASURES.

The Royal Library of Stockholm, founded about 1540 by Gustavus Vesa, is now lodged in a handsome new building. It is estimated to contain 200,000 books and 8000 manuscripts. The most precious volume in the Stockholm collection is the *Codex Aureus*, a superbly written and illuminated MS. of the four Gospels in Latin of the sixth or beginning of the seventh century. It possesses, however, a very special interest to persons speaking the English tongue from the remarkable deed of gift engrossed on its title-leaf in the old South English dialect of the ninth century, whereby it is made over by Duke Aelfred and Werburg, his Wife, to Christ Church (*i. e.*, the Cathedral Church) of Canterbury, for the eternal health of the souls of the donors. They having rescued it from a heathen war troop, prescribe that "no one shall dare to give or part these holy Gospels from the Church so long as baptism may there abide." How it came to be removed from its sanctuary, and when, would probably never be known. It was found in the city of Mantua, and bought and presented to this library in 1690. The University Library of Upsala has a collection of 200,000 books and 7,000 MSS. Here is lodged the *Codex Argenteus* or Mæso Gothic Gospels of Bishop Ulphilas of the fourth century, perhaps the most precious MS. in the world. It was the sole preserved fountain-head of the Gothic language, to which the languages of almost all northern Europe had more or less close affinity. The libraries of Upsala and Stockholm are maintained by annual grants from the State. The University Library of Christiania, founded in 1811, is estimated to contain 250,000 printed books. Its most valuable curiosities are a mass of mythological and historical compositions produced almost exclusively in Iceland in the middle ages. There is, besides this metropolitan collection, a library of about 50,000 volumes at Throndjen, a wonderful collection for a place situated as far north as the latitude of Iceland. The

Royal Library of Copenhagen is a magnificent collection, consisting of 600,000 books and 30,000 MSS. It originated in the sixteenth century. The books were not only for consultation, but were lent to approved readers. The University Library of Copenhagen has 200,000 volumes, and is especially rich in old Scandinavian MSS. These two libraries have the privilege of a copy of every work printed in the kingdom.—*The Library Journal.*

HOW TO GROW OLD.

The way to grow old is to be economical of life. If it be carelessly squandered in any way, it cannot last so long as it otherwise might. Overwork kills a few. Overworry kills more, because it is more depressing and exhausting. The indulgence of the appetites and passions is still more fatal. Men who eat more than they need, drink more than is good for them, and indulge in other kinds of riotous living, spend life as they spend money.

If within certain limits the young can be lavish of life without apparent injury, this is not the case with those who have passed its meridian. As the nervous power or vital force is expended we must husband it more carefully and expend it more economically. We must limit our labor; we must guard against exposure to extremes of temperature; we must be more careful to get needful rest and sleep; and, above all, we must lessen the quantity of food we take, and be more careful as to its quality. The aged do not need so much food as the young, because waste is slower, the absorbents are less active, digestion is weaker. As the demand is less, the supply must be diminished. A child wants its food often, and requires a much larger quantity in proportion to its bulk than the adult. The aged, with slower movement, less expenditure, and failing powers of digestion, assimilation, secretion, and excretion, need still less of food; and the surest way to live long and well is to gradually reduce the quantity, keeping inside of, so as never to overtask, the digestive power.

Experience *ought* to tell every man of seventy years what kind of food is best for him. But some go on in their customary routine and never try experiments. The Scotchwoman in the Orkneys who died some months ago at the age of 106 lived chiefly on oatmeal. The Bedouins, who live to 130, eat barley-bread, dates, and camel's milk. Beef and brandy do not promote longevity.

There died a few years ago, and a few weeks ago, two men who made a strong mark on English literature. Each fell suddenly, "died in harness" as is said, at a little past fifty, in what should have been the prime of life. Both lived generously, both worked upon stimulants, both ate and drank too much—far more than was good for them. Gifted with powerful constitutions and high vitality, both, so far as a physiologist can judge, might have lived fifty years longer—fifty years of useful, honorable life.

The just-published letters of Charles Dickens show how his life was thrown away. We see how he ate and drank and worked—"burning the candle at both ends"—up to the last moment. Wise as he was in many things, and kind and generous as we knew him to be, he was ignorant of the science of life. And never was a valuable life more recklessly wasted and destroyed. The world is full of such examples; and though there are now a few medical men like Sir William Gull, Sir Henry Thompson, Dr. Richardson, and Dr. Norman Kerr, who see the evils of stimulation, and have some proper notions on diet, the great mass indulge in excess of food and continual stimulation, with the results that we see all around us.—*The Teacher.*

At a recent meeting of teachers in Canada, a humorous and instructive address was delivered on the following five commandments of the teacher's decalogue: 1. Thou shalt have no other profession than this; 2. Thou shalt not make any counterfeit of thy profession; 3. Thou shalt not talk little of thy profession; 4. Remember to keep thy holidays sacred; 5. Honor thy trustees, that thy days may be long in the land.

The Louisiana Journal of Education

Devoted to the Interests of Education, Public and Private, At Home and Abroad.

EDITORS AND PROPRIETORS,
ROBT. M. LUSHER, WILLIAM O. ROGERS
NEW ORLEANS, LOUISIANA.

TERMS:

Annual subscription, 10 numbers, $1 00 in Advance.
Single copies, 15 cents.

ADVERTISING RATES.

Space.	1 Mo.	2 Mos.	3 Mos.	6 Mos. 5 Nos.	1 Year 10 Nos.
One page.	$15 00	$25 00	$35 00	$50 00	$80 00
Half page,	10 00	15 00	25 00	35 00	50 00
Quarter page,	6 00	10 00	15 00	25 00	35 00
Eighth page.	4 00	6 00	10 00	15 00	25 00

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Educational Intelligence.

THE GENERAL AGENT OF THE PEABODY EDUCATION FUND.

HON. J. L. M. CURRY.

The honorable citizen recently appointed as the representative of the benevolent George Peabody and of his Board of Trustees, in the Southern States, was born in Lincoln County, Ga., January 5th, 1825; graduated at the University of Georgia in 1843, and at the Dana Law School, Harvard College, in 1845. He was a Texan ranger during the Mexican war in 1846; a member of the Alabama Legislature in 1847, 1853, and 1855; a Presidential Elector in 1856, and a member of Congress from 1857 to 1861. In the latter year he was a member of the Confederate Congress; in 1864, in the Confederate army, and at the close of the war, in command of a regiment of Cavalry. Since the war, he has been President of Harvard College, Marion, Ala.; ordained in the Baptist ministry, and Professor of the English Language and Literature in Richmond College, Va.

Thus, for twenty-five years past, Dr. Curry has been one of the most useful and influential men in the Southern States. He has now been called upon to fill a position of peculiar importance and responsibility; and we doubt not that, like his wise and discreet predecessor, Dr. Sears, he will be an acceptable administrator of the great trust committed to his charge.

PEABODY EDUCATION FUND

At the recent Annual Meeting of the Board of Trustees of the Peabody fund held at Washington City, on the Second February, the Hon. R. C. Winthrop, President of the Board, delivered an appropriate address on the life, character, and public services of the late General Agent, Rev. B. Sears, D. D. The nobility of the subject is illustrated with felicitons eloquenc by the Hon. President, who conclusively shows that no one had ever done more for American Education than the scholar and patriot whose virtues and labors he commemorates.

We are pleased to learn that the new General Agent, Hon. J. L. M. Curry, of Richmond, Va., has retained the services of Mrs. Dr. J. H. Fultz (Dr. Sears' daughter) as Secretary of the Agency, and that it is probable that the enlightened policy of the Trustees toward the South will be continued, with energy and liberality, under his administration.

THE SCHOOL FUND.

The Superintendant of Public Education, on February 18th, completed the apportionment of the current school fund, the proceeds of the

one-mill tax, among the different parishes of the State in proportion to the number of educable children in each. The apportionment is as follows:

Parishes.	*Amount.*
Ascension	$1,255 50
Assumption	1,196 50
Avoyelles	1,223 50
Baton Rouge, E	1,383 50
Baton Rouge, W	549 75
Bienville	892 50
Bossier	1,290 00
Caddo	1,610 50
Calcasieu	977 75
Caldwell	463 00
Cameron	187 00
Carroll, E	624 25
Carroll, W	195 75
Catahoula	773 50
Claiborne	1,503 25
Concordia	975 00
De Soto	1,273 75
Feliciana, E	1,148 50
Feliciana, W	1,032 26
Franklin	464 25
Grant	524 50
Iberia	1,317 50
Iberville	1,322 75
Jackson	425 75
Jefferson*	798 00
Lafourche	1,422 25
Lafayette	1,094 75
Lincoln	718 75
Livingston	444 25
Madison	841 00
Morehouse	716 50
Natchitoches	2,395 75
Ouachita	990 50
Orleans	14,236 75
Plaquemines	804 00
Pointe Coupee	1,271 25
Rapides	1,815 25
Red River	548 50
Richland	672 50
Sabine	670 00
St. Bernard	294 00
St. Charles	487 75
St. Helena	595 75
St. John Baptist	731 71
St. James	1,063 00
St. Landry	2,994 50
St. Martin	1,002 25
St. Mary	1,390 00
St. Tammany	519 25
Tensas	1,213 50
Terrebonne	1,393 50
Tangipahoa	805 25
Union	1,107 75
Vermillion	922 50
Vernon	430 00
Washington	444 50
Webster	737 50
Winn	466 75
Total	$68,750 00

*Note—This amount is subdivided as follows: Right bank, $635 50; left bank, $162 50.

The certificates of apportionment were forwarded to the secretaries of the parish school boards yesterday.

NEW ORLEANS PUBLIC SCHOOLS.

By Order of the King:

WAR DEPARTMENT, PALACE OF THE CARNIVAL,
New Orleans, February 10th, 1881.

To Wm. O. Rogers, Superintendent of His Majesty's Public Schools:

I. Upon the youth of the empire depends its future and its greatness; therefore, his most blessed Majesty has graciously ordained that the institutions of learning under your charge be closed from Friday, 25th February, until Wednesday, March 2nd, in order that the pupils may have an opportunity to witness the triumphal entry of his majesty and of the pageants and revelries that will be given in his honor and for his entertainment.

II. As a token of the children's loyalty and affection for the monarch of joy and pleasure, you will direct them to wear rosettes, made of the royal colors, on February 28th and March 1st.

For the honor and glory of the King!

By command of the Earl Marshal, Warwick.

DE MAUPRAT,

Secretary in Attendance.

The terrible storm of wind and rain which visited this section of the country on Sunday, February 5th, causing a memorable overflow of the waters of the lake upon the rear of the city, closed a number of our city schools. The Milneberg and Gentilly were the first to be isolated by the flood, and early on Monday were inaccesible to either teacher or scholar. McDonogh No. 9, La Harpe, St. Andrew, Keller, Claiborne, Metairie Ridge schools followed in rapid succession, in some instances the children being compelled to leave school during the morning session to reach their island homes in safety. On Wednesday the prospect was a very gloomy one—but a great effort was made by a Committee, representing the best elements of the city, to afford relief to those who were suffering and to drive back the angry flood. The schools named were closed until Monday, 14th, and were more or less injured by the storm.

A fire occured in McDonogh School No. 6, on Thursday, February 24th, about 2 P. M., causing a panic and stampede of the children. Fortunately no lives were lost in the confusion. The origin of the fire is a mystery. A closet under the rear stair-case is used by the portress as a receptacle for kindling wood and it was there that the fire originated. The discipline maintained by the present efficient Principal of that school precludes the idea that the pupils of the school had any thing to do with the fire. It was a warm day and there was no fire in the furnaces or stoves. It is difficult to imagine that any one could have been so malicious as to deliberately fire a building filled with children.

REPORT FOR FEBRUARY, 1881.

Number admitted and re-admitted	1,265
" Left	747
" On Roll	17,626
Daily Attendance	14 577
Annual Register	18,477

Rev. A. T. Mayo, favorably known throughout the country as an eloquent lecturer and an earnest advocate of the cause of public education, is now in this city and will probably devote the greater part of next week to an inspection of our system of education as developed in public and private schools. We bespeak for him, from our teachers and friends of education, a hearty wecome. Mr. Mayo comes from Boston, where the schools are liberally sustained and enjoy many advantages with which our institutions are but poorly supplied—but he will find here, also, many earnest workers and perhaps some interesting features of organization. Bright, inteligent pupils, with faces glowing under the healthful stimulus of intellectual work, may be found here as elsewhere. Mr. Mayo commenced his work in this city with a lecture upon the general subject of education, with many suggestions of great practical value to the people of this city. A ripe scholar and an earnest speaker, with a great fund of information—his labors throughout the country will, doubtless, be very useful to the cause which he represents.

CALCASIEU PARISH.

The "Lake Charles Echo" of February 19th, shows, under the caption: "Public Schools in Calcasieu," that the Trustees of School Districts, Nos. 1 and 2, have subdivided the same and located school sites therein, in anticipation of an early opening of the free public schools. The "Echo" of a more recent date very properly says: "If every resident of our parish, owing a poll tax, were to pay it, Calcasieu would have a public school fund of over $5000, this year."

RICHLAND PARISH.

(From the "Democrat")

The School Board of this Parish have passed the following ordinance:

"That in each neighborhood where the people shall establish PRIVATE schools, then the children in attendence on the same shall be entitled to receive their *pro rata* of the public fund; *provided*, that no two schools of the same race receiving public funds shall be nearer than five miles, unless each of said schools have at least twenty scholars; *provided*, further, that the teachers engaged to teach the schools shall pass a satisfactory examination as to morals and educational capacity."

We doubt not, that the School Board of Richland have deemed this the *only* plan on which schools can be maintained for any length of time in that parish; but will not such a plan necessarily deprive *poor* children of the benefits of the public fund, in violation of the intent of the Constitution, which declares that there shall be *free* public schools for *all* the children, supported by taxation, and which, moreover, forbids the maintenance of *private* schools with public funds? It would be difficult to find a justification of this plan in the State School Act now in force, which the Executive veto has preserved as consistent with the Constitution; and if the *uniformity* of the act can be set aside in Richland, the N. O. City Board of School

Directors and the Parish Board of all other parishes should have the right, also, to profit by the example!

"REPORT OF THE HAMPTON (VA.) NORMAL AND AGRICULTURAL INSTITUTE, FOR THE YEAR ENDING JUNE 30TH, 1880."

This interesting report, drawn up, with manifest care and ability, by S. C. Armstrong, Principal, attests the great service which the Institute has rendered to the cause of education. As heretofore shown, the object aimed at, in the course of instruction, is to "build up manhood and character in the pupils (negroes and Indians), and through them among their people;" and, hence, there is "combined with the course of English studies, a *manual labor training*, which promotes self-reliance and helps many of the poverty-stricken people to secure an education by their own efforts."

The enrollment in the Institute, during 1880, included 181 colored men, 105 colored women, 47 Indian boys, and 21 Indian girls; total, 354. The average age of the men was 20 years, and of the women, 18½.

The annual cost of maintaining this Institute was about $95,000.00.

The Principal comments on the character and qualifications of his pupils with clearness and wisdom; but we have no room for quotations.

PARISH ST. JAMES.

The report of the earnest superintendent of the public schools of St. James, as published in the proceedings of the School Board of February 3d, 1881, for which we are indebted to the "Louisianais," the official journal of the parish, (which may it ever be!) shows that there are a white and a colored school in each ward, taught by competent teachers, with an attendance of from twelve to forty-one pupils in the respective schools. The superintendent makes a monthly inspection of all the schools, and can therefore speak understandingly of their condition, which he deems worthy of encomia. The St. James schools cost about $650. per month. We can congratulate the school officers of this parish on the support which their schools derive from local taxation, and on the sympathy manifested towards them by the Hon. police jury.

LAFOURCHE.

The Thibodaux Sentinel of 19th February, says:

"The Corporation school and Grisamore school are about to be consolidated and held in the Grisamore schoolhouse on President street, commencing March 7th, 1881."

It also gives this gratifying information:

"There will be school funds apportioned out of taxes of 1880, to this Parish, to continue all public schools for seven months from the commencement of their sessions."

Free public schools of seven months' sessions will be of very great service to the children of Lafourche.

INDIAN SCHOOL AT CARLISLE, PA.

After the band of fierce warriors brought to Fort Marion in chains had returned to their homes in the Indian Territory, civilized, industrious men, Captain Pratt, to whose efforts this change was due, was anxious to continue in this new Indian warfare, where the weapons were Christian love and interest. His next victory was the placing by the authority of the Interior Department of forty-nine Indian children at Hampton Institute.

The military barracks at Carlisle, Pa., were unoccupied by troops. Pleasantly located, the commodious buildings, well adapted to such use, Capt. Pratt decided that this was the place for an Indian school. Educational work on an Indian reserve is doubly difficult, because the teaching of the schools is so much counteracted by the evil influence of home associations. When Capt. Pratt laid before Secretary Schurz his plan of utilizing the Carlisle Barracks for an Indian school, the Secretary at once gave it his

cordial approval, and by his powerful support, with the co-operation of the War Department, the school was opened.

The first delegation of eighty-four boys and girls from Red Cloud and Spotted Tail's bands of Sioux arrived in October, 1879. These children were fresh from the lodges, utterly wild and uncivilized, clad in their savage garb, with long unkempt hair and painted faces—the task of civilization seemed hopeless. The first lessons were on the uses of soap and water, of scissors and comb, and then the blankets and moccasins were laid aside for coats and shoes and dresses. The number of pupils at present in the school is 212. The tribes represented are Apaches Arapahoes, Cheyennes, Comanches, Kiowas, Wichitas, Poncas, Pawnees, Nez Perces, Menomonees, Keechis, Towaconnis, Pueblos, Seminoles, Iowas, Sacs, Foxes and Lipans. Applications for the admission of children from other tribes are constantly received, and it is anticipated that the number will ere long reach 300, the full capacity of the school.

In deed as well as in name, it is an "Indian Training School," and its object is to make its students useful self-reliant people, competent to support themselves by their own exertions. They are, therefore, trained in industrial pursuits. In the kitchen, dining-room and laundry the girls receive careful instruction in house-hold duties. In the sewing-room they learn to cut, make and mend garments. Many of them use the sewing-machine very skilfully, and it is quite amusing on mending days to see the group of little ones gathered about the great basket of stockings to be darned.

Connected with the school are shops where the boys receive instruction in various trades. Those who are apprenticed spend two days at work and four in school each week. There are tailors, shoemakers, carpenters, blacksmiths, tinners, wagon and harness makers, printers and bakers. The wagon makers, harness makers and trimmers are kept busy in filling orders for goods to be supplied by the Indian Department to Indians on the reservations. The printers do considerable work for the school, and one of them, a Pawnee boy of fourteen, edits a tiny paper, "School News," which is made up from the unaided productions of the students. The other apprentices are employed in needful work for the school. All receive sixteen cents a day for the time they work, and thus they have opportunity for lessons in economy and prudence in spending money. Twelve of the boys are organized into a brass band, and are able to play quite a number of pieces in a manner which does them much credit.

The teaching of the school rooms is by such methods as experience has shown to be best adapted to pupils with no knowledge of English. The progress made has been such as to satisfy the most sanguine expectations. Every month a report is sent to each student's parents, telling of the conduct, health and scholarship of the student during the month. The report is accompanied by a letter from the student, so that at least once a month a message of peace goes to the distant lodges. Most of the children write oftener than once a month. They are governed kindly yet firmly. They are not hampered by useless regulations, but those that exist must be strictly kept. The pupils are never whipped. Most of the pupils attend religious services in the various churches of Carlisle. Those who do not go to the Sabbath schools in the town are taught in the chapel, and on Sunday afternoons there is a service conducted by one of the ministers from Carlisle. Once a week there is a student's prayer meeting.

This sketch will show the important work that is going on at this Indian school. There ought to be many such schools. The United States Government is bound by its treaty stipulations with almost every Indian tribe to provide educational advantages for all the children of the tribe, and in not a single instance is this contract fulfilled. Is it not time our nation should begin to keep its promises to these people? Let the Carlisle school be but a beginning, and the work started by Capt. Pratt be carried forward at many another point. Hundreds, yes thousands, of Indian children are begging for the teaching which should be given them not as charity, but as their rights.—*N. Y. Ob.*

COLLEGE ITEMS.

Hon. Levi Parsons last week presented to the Trustees and President of Union College, Schenectady, N. Y., the sum of $50,000, to be held in trust and in perpetuity by the Levi Parsons Library of Gloversville, N. Y., and Union College, for the benefit of worthy students of the college. The income will be used to support two scholarships of $300 each, three of $200 each, and eight of $150 each; the residue of the income will be devoted to the support of worthy students in need. Judge Parsons, who was born in Gloversville, N. Y., and was for many years a resident of this city, gave $50,000 last winter for the Levi Parsons Library.

The Trustees of Cornell University, at a recent meeting, appropriated $100,000 to increase the facilities for instruction, as follows: For the building and equipment of a physical department. $50,000; for the building and equipments of veterinary and anatomical departments, $10,000; for a greenhouse and other equipment for a botanical department, $10,000; for the library, $20,000; for the civil engineering and other departments, $10,000. J. Burkett Webb, who is now in Europe, was appointed Professor of Applied Mathematics and Theoretical Mechanics.

The *N. Y. Evening Post* says: "Columbia College has an endowment of about $5,000,000, the last annual income of which was about $210,220.22. From students in the Department of Arts, School of Mines, and School of Law the receipts for the last year ending September 30, 1880, were $110,697.34, making the total income $321,917.56."

COMMUNICATIONS.

OPERATIONS ON DENOMINATE NUMBERS.

It is a trite saying that you cannot multiply apples by potatoes, meaning, of course, that you cannot multiply together quantities that are incommensurable; yet, this, in fact, is done in almost every proportion, and in many other mathematical processes. If, in algebra, we multiply 3a by 4b and call the product 12ab, do we necessarily make any assumption as to the commensurability of a and b? Certainly not. It is only in the process of reducing our result to a numerical value that even the semblance of such an assumption is made, and this result, when we examine the matter closely, is seen to be not the result of any assumption of commensurability, but of the canceling out of certain common factors in the numerator and the denominator of a fraction. To see this clearly, let us take a simple case. If three potatoes cost four cents, what will eight potatoes cost? We would generally write this

$$3 : 4 :: 8 : x$$

and, according to the rule, multiply together the means and divide by the numerical extreme, to find the value of x. But the means here are incommensurable—one is potatoes and must be measured in units of potatoes, while the other is cents and must be measured in cents. What is the product of cents by potatoes? Certainly it cannot be anything else than potatoes multiplied by cents. In an equation, such as we would form by placing the product of the means equal to the product of the extremes, one side must be of the same nature as the other. To make this clear, suppose we call a potato p, a cent c, and retain these letters in our proportion:

$$3p : 4c :: 8p : xc$$
$$3xpc=32pc$$

and the product pc cancels out, leaving a purely numerical relation from which the value of x—a pure number—can be found, and substituted in the original proportion, which will thus become

$$3p : 4c :: 8p : \tfrac{3}{4}^2c$$

an identical equation proving the correctness of our result.

It is my conviction that a large proportion of the uncertainty about, and hap-hazard way of forming proportions by pupils, is the result of the lack of a view of the principle above exemplified. It is often puzzling to a pupil to know what the answer to a problem is in—feet, pounds, inches? By carrying through the process above indicated—retaining a literal factor to represent the unit of the thing numbered, no trouble on this score should arise.

This operation is in strict accord with the general theory of units. Every denominate number requires for its expression two parts, the name of a unit, or standard of comparison for all quantities of the same nature, and a pure number indicating how many times this unit is taken. Three quarts, four yards, five acres, twenty cents, and so on. We have a perfect right to consider these numbers merely as co-efficients and retain a literal factor to indicate the unit. In algebraic operations 3a would mean no more nor less than a unit quantity *a* taken three times, and we can with perfect propriety assume *a* to be one potato or one cent.

The case we have cited in illustration is so simple that to enlarge on it seems almost puerile; but in more complicated cases of compound proportion, the process indicated will be of great service to the pupil.

Another use not so obvious, and even more calculated to render a problem clearer—is in the case of the passage from units of one kind to units of a different but related kind, as in measures of length, surface and volume. We say the square of five yards is twenty-five square yards, but this process is not immediately clear to a boy's mind. By annexing the literal factor, however, it is evident:

$$5y \times 5y = 25\ y^2$$

and similarly

$$5y \times 5y \times 5y = 125\ y^3$$

that is, the product is twenty-five times the unit represented by y^2, or one hundred and twenty-five times the unit represented by y^3, respectively. It only remains for the pupil to see that a square unit is by definition a square whose side is the linear unit, and a cubic unit is a cube whose side is the linear unit, to have a clear and accurate conception of the whole process. In view of these facts it seems highly desirable to retain the literal factors to indicate the nature of the units in the above and similar cases; or at least until the subject has become so well grounded in the pupil's mind, that they can safely be dispensed with. B. A.

BOOK NOTICES.

The March–April number of the new Bi-monthly Magazine, EDUCATION, published by Mr. Bicknell, of Boston, has been received. The leading article is by Prof. Seely, of England, the distinguished author of *Ecce Homo;* it is entitled *The British Race*, and shows in a way most complimentary to Americans that the fullest expression of the spirit of British life, education, constitution, and civilization is to be found in our own country. This article, from its scholarship and bold and vigorous expression of views, will attract wide attention in all circles in England and America. Dr. W. T. Harris has an article on *The Press as an Educator*, in which he exhibits not only his usual philosophic style, but a broad acquaintance with the great factors in human progress. William Jolly, one of H. M. Inspectors of Schools, has an able article on *Real Education: its Principles and a Little-known Chapter in its History.* r. Jolly is well known as the author of "Education: its Principles and Practice as Developed by George Combe." Mr. Lovejoy, of Washington, discusses Richard Grant White's attack on public schools, from a Southerner's standpoint; and Supt. Luckey, of Pittsburgh, Penn., takes a north-side view of Mr. White. Dr. Fellows, of Iowa, gives a practical review of Didactics as taught in his University. Dr. Humphreys of Boston, Dr. Gregory of Illinois, Prof. Leighton of Brooklyn, N. Y., and others, contribute valuable papers to this number.

The Atlantic Monthly, March, 1881. Houghton, Mifflin & Co., Boston. The Serials, *Friends, a Duet*, by Elizabeth Stuart Phelps, and *the Portrait of a Lady*, by Henry James, Jr., are continued with unabated interest. "*The Story of a Great Monopoly*," by H. D. Lloyd; the *Genesis of Genius*, by Grant Allen; *the Wives of Poets, III*, by Wm. M. Rossetti; *the End of the War*, by Theodore Bacon; *Random Recollections of England*, by Richard Grant White; *the Eleventh Hour*, by Katharine Carrington, are leading prose articles. *Boston to Florence*, a short ode, contributed to the Philogical circle of Florence

for its meeting in commemoration of Dante, January 27th, 1881, by Oliver Wendell Holmes, and *the Seven Days*, by Francis L. Mace, are the poetic contributions to this valuable number. There is an interesting review of Tennyson's new volume of poetry and the gossip of the Contributors' Club is, as usual, varied and entertaining.

The International Review, March, 1881, A. S. Barnes & Co., New York. The contents of this number are "The Solid South," by Edward Atkinson. "Modern Public Debts," by Henry C. Adams. "The Scientific Relations of Modern Miracles," by Wm. A. Hammond. "Ireland, II," by Leonard Courtney, M. P. "The Irish Land Question," by Justin McCarthy, M. P. "The Early of Fox," by Henry Cabot Lodge. "Jacques Offenbach," by Wm. F. Apthorp.

The Popular Science Monthly, for March, 1881, D. Appleton & Co., New York. This number opens with a continuation of Dr. Oswald's paper on Physical Education, and treats of *In door Life* Much is said concerning the proper management of children. "Forty per cent. of all children born in certain manufacturing districts of Belgium and Great Britain, die before the end of the second year. They are swaddled, of course, they must not crawl around and bother people, and "paragoric" does the rest. The child cries for liberty and receives drath. The article on the "Problem of Municipal Nuisances," is consoling to Americans who are disposed to think that all the dirty streets and offensive oders which infest large cities are to be found this side of the Atlantic. The legal position of Married Women, shows the progressive improvement in the legal statics of married women in this country. The Popular Science Monthly is conspicuous for the variety of subjects which are discussed in its columns, and the present number well sustains its reputation in this particular.

"Le Francais," *a monthly review (in French) of Grammar and of Literature.*

Number five of this useful and excellent magazine, edited by Mons. Jules Lévy, Boston, contains a variety of articles which would greatly interest students of the French language in all our schools. The drama, literary criticism, proverbs of nine words, faulty phrases, with corrections, and other valuable exercises, all have an appropriate place.

The English Poets: *selections, with critical introductions by various writers, edited by Thos. Humphry Ward, M. A. Vols. III and IV. London and New York. Macmillan & Co., publishers.*

These two volumes, for students' use, include the poets of the 18th and 19th centuries, respectively; for the former, from Addison to Blake, and, for the latter, from Wordsworth to Dobell. The selections are choice gems, culled with discriminating ability and taste, and the introductory reviews of the characteristics of each author are fair and dispassionate.

This edition of the Poets, printed in the best style of the publishers, would grace any library; but it is more specially and we think admirably adapted to the use of students in our Colleges, High Schools, and Academies. The study of our standard poets cannot but expand and improve the ambitious minds of our youth.

Wellesley College, Wellesley. Mass.

Miss Ada L. Howard, president of this Institution for the advanced education of young women, has kindly favored us with a copy of the College Calendar for 1879–'80. This Calendar shows that the college is "arranged for collegiate methods of instruction only, and for courses of difficult study," and "intended for those students only who have vigorous health, more than ordinary ability, and the purpose to devote their time faithfully to arduous study."

The general college course of four years, accordingly includes Latin, Greek, Mathematics, German, French, Drawing, History, Literature, Chemistry, Physics, Mineralogy, Lithology, Geology, Botany, Logic, Elocution, and Astronomy, with the systematic study of the Scriptures through all the years.

More specific courses for honors in the classics, or in mathematics, or in modern languages, or in the sciences, are also prescribed, with a five years' course in music and in art.

The Calendar explains that this college is "for young women of moderate means; therefore the charges for board and tuition are placed as low as possible"—adding: "Those who are wealthy, as well as those who are not, are expected to practice economy, and to discourage display and extravagance in dress and personal expenditure." It enjoins, throughout its course of instruction and discipline, that "wisdom is better than jewels."

The institution is accommodated in a series of handsome structures; and it has fortunately been favored by very generous patrons and friends. Mrs. Valeria G. Stone appropriated $100,000 for the erection of a building for the teachers' department; a liberal-hearted gentleman gave $20,000 to found a library of scientific books for the use of the scientific school; four other friends gave $5,000 each to establish scholarships, one of whom, W. O. Grover, Esq., gave $5,000 for the valuable organ used in the department of music.

These donations and others mentioned bespeak a noble spirit of enlightened benevolence in citizens of the State that gave the entire South a George Peabody as the friend and benefactor of popular education; and we trust that, at no very distant period, there will be citizens of Louisiana, who, like citizens of Massachusetts, will deem it the proudest of privileges to aid in building up and sustaining Institutions of learning for the daughters of our commonwealth.

Teachers and others needing a Dictionary, will do well to read the advertisement of the publishers of Webster's great work. It is too well known to require extended notice. If a man studies or teaches the English language he must have a Dictionary. It is the starting point for comprehensive knowledge, the foundation for every library. No school room is complete without it. No more serviceable present can be made by pupils to a beloved teacher, or left as a parting gift to the old familiar school room than a handsome copy of Webster's Unabridged Dictionary.

Rural School Architecture—Circular of information at the Bureau of Education, No. 4, 1880, just received through favor of Hon. John Eaton, Commissioner of Education, is a very valuable pamphlet of 102 pages. If every school officer, architect and builder were furnished with a copy, there would be fewer complaints that school houses are constructed without the knowledge of physical science and in defiance of all hygienic laws. Every part of a school house, its grounds and outbuildings are in this work subjected to critical discussion, with many practical suggestions for securing the best results.

From D. Appleton & Co, New York. Appleton's series of school readers—Nos. one to five, inclusive. Appleton's Standard Elementary Geography; Krusts' Series of Drawing Books, Analytic and Synthetic; The Model Copy Books, with sliding copies; Exercise Books for Letter Lessons—containing, Part I, Invention, Part II, Conversation, Part III, Literature. These are all excellent books of established reputation and published in the highest style of school-work art.

Reports received: Twenty-second Annual Report of the Superintendent of Public Schools of Springfield, Illinois, to the Board of Education, 1880. Andrew M. Brooks, superintendent.

Twenty-fourth Annual Report of the Board of Education for the year ending July 31, 1878. Department of Public Instruction, city of Chicago. Duane Doty, Superintendent of Schools and Secretary of Board of Education. School population in the city of Chicago, between 6 and 21 years, 123,000. Enrolled in the schools, 55,109. Daily attendance, 71.1-9 per cent. Average daily attendance in all departments, 39,187. Teachers employed—males, 39, females, 758; total, 797. The expenditures amounted to $626,499.

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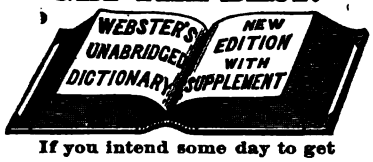

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LOUISIANA JOURNAL OF EDUCATION.

Entered at the Post Office at New Orleans, La., as Second Class Matter.

Vol. III. NEW ORLEANS, APRIL, 1881. No. II.

The Expressive in Education.

The ends of education are the possession of knowledge and the ability to express that knowledge in clear, intelligible form. No method of instruction can be regarded as complete which does not embrace both of these elements. "Studies," says Bacon, "serve for delight, for ornament, and for ability." There are enjoyments to the student in the pursuit of knowledge—in the exercise of the mental faculties by which strength and health are acquired while seeking after the truth. There is delight, also, in the consciousness of intellectual ability—with the power to comprehend, to reason, to determine; to struggle with the "Thoughts

> Which seize upon the mind arrest and search
> And shake it, bow the tall soul as by wind,
> Rush over it—like rivers over reeds—
> Turn us pale and cold and voiceless, leaving
> In the brain, a rocking and a ringing."

Doubtless, also, one of the delights of studies is to be found in the social and personal relation which grows up between the reader and the authors of books—so that the living student holds converse with the poets, philosophers and sages, whose very forms, habits and appearance become as familiar as if still living—and in society so elevating, the mind finds its sweetest solace and gains new inspiration for work.

So with the ornament of studies. An ornament implies either the development of an inherent quality in some attractive form of expression, or the addition of something by which an object is rendered more agreeable and beautiful. The mind, in its immateriality must draw from its own faculties those qualities which constitute its true ornaments. It can be enriched by no grace or accomplishment which does not find in itself a corresponding original faculty. To cultivate some special talent so that it may become the source of enjoyment to its possessor and the means of pleasure to others—is the expressive part of a liberal education. The value of such studies is governed by the principles which apply to the ornament of material things. To make them the single object of attention; to expend upon them the entire energies of the mind, is to invert the natural order of growth and to impair the force of the higher intellectual faculties. Esthetic culture leads to a knowledge and love of the beautiful—but the progress of the soul under work is ever to a higher standard of attainment and some of the noblest ornaments of the mind are the results of those studies which seem to many to be dry, sterile and unpoetic.

If the general effect of studies is to elevate the mind and give grace and dignity to its utterances, we may reasonably look for their most natural ornaments in the improvement of the expressive faculties.

Expression is the pressing out of something from within. The mind, surging with the activities of its restless faculties, overlaps the barriers of its own

isolation, and finds utterance in articulate speech. Among all the powers with which the Creator has endowed man, what is more wonderful than human speech? Consider what changes language undergoes from the first natural promptings of desire on the lips of the child to the polished sentences of the cultivated intellect. What a delightful art conversation becomes when it is adorned with the riches of thought and flows in graceful spontaneity from a ripened understanding. The progress of the human race in politics, science and religion lies embedded in its language. The history of all histories is embalmed in the words of common speech. Language has been called "fossil poetry." It is more than that—it is the living art which perpetuates and preserves for the future all that is worth knowing and remembering in the past. Eliminate from our vocabularies those words only which have been added to the collection during the present century, and you blot the record of some of the grandest achievements of science.

Nor is the power of language confined to the higher conceptions of the Poet and the Artist What man, capable of appreciating the force and beauty of intelligent speech, has not admired the skill with which some master hand can touch the keys until familiar words glow with new significance and tremble with strange melodies. These common words of our daily talk—with what different sound and strength they fall from lips touched with the fire of eloquence! They are familiar words. You can hear them fall from the unlettered; yet they have a mysterious power; so modest in their strength, so calm and unassuming, that we are unconscious of their value until they glow with new meanings.

How imperfect must be that method of instruction which aims only to fill the mind of youth with prepared facts and figures and neglects the cultivation of the power of expressing knowledge! "I know, but cannot express my knowing," is the common apology for an intelligence vague, clouded and indefinable. Studies, whether directed under the genial influences of home, or guided by the discipline of the school-room, must find their practical value not only on the solid foundation of understanding, but on the power of appropriate expression. The intelligence which shuts itself up in the self-knowing, may find enjoyment in its communings, but the world calls for the living voice, and knowledge to be useful, must be aggressive.

The principle runs through all grades of school-work. The training of the teacher in this matter leaves its impress upon an entire class. Let a stranger pass through half a dozen different schools, under as many different teachers, and mark the results. Patient, faithful, laborious scholars, reciting with wonderful accuracy their daily lessons, may be found in all such schools. Question them in a way not laid down in their text-books; ask them to talk about their learning; to tell the "why" and the "wherefore," and the answers will vary in all forms of expression. Why does it happen that in so many schools there is so little power in original composition, so little facility of expression upon those subjects which are daily pressed upon the attention through the text-books? It is not so in all schools; and the difference is not so much the result of different personal characteristics as in the methods observed by the teacher to develop a power of frank, cheerful and appropriate expression in the discussion of the daily lessons. Oral instruction has that to commend it—that intelligent speech becomes familiar. It may go too far, until the scholar finds

in the refuge of words an escape from laborious drill and the necessities of personal effort; but it breaks the depressing silence which might otherwise hang over intellectual work. School-books have been so multiplied and are so adapted to every particular branch of school-room work, that it becomes simple and easy for both teacher and pupil to find in their use the means for satisfying every requirement in their relative positions. Original expression must suffer in proportion as these artificial aids are substituted. It is not what the child thinks which wins approval, but what the book declares. Cramped by the strait-jacket of sentences to be memorized, it is not surprising that expressive faculties are too often suffered to lie dormant through the whole period of school-life. According to our understanding of the matter, a skillful teacher will guide a scholar so as to secure a sound understanding and that exercise of the intellectual faculties which will make knowledge both the means of enjoyment and a power for good.

Legislative Education in Louisiana.

The early statesmen of Louisiana—men of culture and generous instincts—were strongly impressed with the necessity of making liberal appropriations for the education of the people in public or in private schools. It is not, therefore, surprising, that, as early as 1804, we find, in the legislative acts, excellent *projects* for the establishment of a university in the territory of Orleans, and for the organization of a Library Society in the city. Lottery schemes were relied on for the support of these institutions. The university, so projected, or rather a college, was actually established, in the year 1805, under a Board of Regents, who were directed to afford instruction therein, through competent professors, in all the essential branches, and, particularly, in the Latin, Greek, English, French, and Spanish languages. About the same time, it was moreover provided, by legislative enactment, that academies for boys and girls, respectively, and public libraries, also, should be opened in each parish, as soon as practicable, and that an amount not exceeding $50,000 annually (from the lottery schemes) should be allowed for the support of this liberal and enlightened system of education.

As might have been expected, it was soon, however, discovered, that the speculative plan of raising funds for education, *from the success of lottery schemes*, would prove a failure; and that, indeed, the children of the parishes were by no means *prepared, scholastically, for entering the projected academies, or for enjoying the advantages afforded by libraries.* Hence, it was only in New Orleans that a college could be actually put into operation; and, on the 2d May, 1806, the Legislature wisely instructed the sheriff of each parish to call upon all heads of families, to meet, on a convenient day, and to select five commissioners to adopt a plan for establishing free public schools, at the expense of the parish, and to report said plan at the next session of the Legislature. The Regents of the N. O. college were also directed to report a plan for such schools in the city of New Orleans.

On the 27th February, 1807, the Legislature also recognized the impracticability of organizing successful libraries, and directed the return to subscribers of the $711.00 contributed for the purpose.

In 1808 (March 16th), an act was passed providing means, by taxation, for the support of the public free schools; but this was weakened, in its effect, after one year's trial, by another legislative provision (March 18, 1809)

that *none but those willing to pay the tax* should be required to contribute it.

The impotency of such a system being manifest, we find the Legislature, in 1811 (April 9th), next determining that the disposable funds of the territory could not *be more usefully employed than in facilitating public instruction and diffusing useful knowledge;* and hence it appropriated $39,000 towards that purpose—$15,000 for collegiate institutions and $2,000 for schools in each parish, except Orleans. The amounts paid annually thereafter to the several parishes for free public schools, colleges, seminaries, academies, etc., were as follows: In 1812, $9,000; in 1813, $5,500; in 1814, $7,652; in 1815, $8,538.42; in 1816, $6,208.33; in 1817, $7,935; in 1818, $10,083.25; and in 1819, $8,-550.68.

By act of March 6, 1819, the annual appropriation to the college of Orleans was raised from $3,000 to $4,000; and the Regents were authorized to raise $25,000 more by lottery schemes. The "College of Rapides" was also incorporated, and its Regents were authorized to raise $20,000 from a similar fountain. Authority for the continuance of a school in Donaldsonville was given in the same year; and there was also passed an act for the incorporation of a public academy at Natchitoches, to be supported by $6,000 from a lottery scheme.

In 1821 (Jan. 27th), the Legislature incorporated the Baton Rouge academy, directing that $10,000 should be raised for its support; on February 16th it loaned to the Rapides College $3,000 (to be returned in three years); and, about the same time, it adopted an act to extend and improve the system of public education. In 1822 (March 2d) it authorized the raising of $50,000 (from the lottery fountain) by the Regents of the college of Orleans.

The Constitution of 1812 contained no provision whatever on the subject of colleges or public free schools; but, from 1819, the annual appropriations were continued as follows: For 1820, $13,806.77; 1821, $17,980.20; 1822, $29,748.08; 1823, $22,658.33; and 1824, $27,670.19.

This closes the first decade of Louisiana's efforts to establish an efficient system of public education, Collegiate and Elementary; and, while the legislation on the subject betrays considerable weakness, particularly as to the most efficient plan *for educating the largest number of children at the least expense* (the distinguishing characteristic of a genuine common or free public school system), we may easily discover, in the annually increasing appropriations up to 1824, a warmer interest in the subject on the part of the people, and an increasing stock of wisdom in our legislators, who could not but feel that the honor of their positions would be enhanced by an increase of enlightenment among their constituents.

This sketch of legislative education in Louisiana will be continued in future numbers of this journal. As auxiliary to its purpose, we would solicit contributions from all persons who can furnish histories of the careers and achievements of the various colleges mentioned herein, or in later years, established by the legislatures of the State. We desire only to vindicate the honest efforts of our people and statesmen who have shown a strong interest in the cause of education.

Self-Reliance.

Those are best helped who help themselves, is as true in education as in every department of human effort requiring industry, perseverance and enterprise. It is the old story of the traveler who, lost in a wilderness, came to an enchanted cave in which he found many knights clad in complete armor, each standing silent and motionless by the side of his silent and motionless steed. Upon a rock at the entrance of the cave was placed a horn and a sword. Whoever would command those enchanted warriors must choose between these two. The traveler seized the horn, and as he blew a shrill blast, the scene vanished from his view, and as he was borne away by a rushing, mighty wind, he heard a voice ringing in his ear that he was a coward who did not first draw the sword before he blew the horn.

In every community there is some grand work to be done which taxes to the utmost the energies and resources of the people. Now it is a great sanitary reform—anon it is some public improvement by which the city is to be rendered more attractive, and the progress of commerce facilitated. Whatever it may be, the public mind having determined that it is a good, desirable or necessary thing to be done, measures are at once taken to secure a successful termination of the enterprise. It may involve great effort, require personal sacrifice, and the united hearty exertions of the whole people. It cannot be done by strangers. It must be home effort, if it is designed for local and not for national or State benefit.

Public education—the general elevation of the masses of a people in intelligence, morality and the comforts of life—is one of these great undertakings. The object cannot be accomplished by the charitable aid of other communities without a loss of self-respect and a supine surrender of the rights and privileges of true manhood. No community can afford to depend upon another community for the luxuries or necessities of life without virtually resigning every honorable instinct. The work must be done by those who are most interested, and it has sometimes strangely happened that means and opportunities have been unexpectedly enlarged when the energies of the will have been directed to a single and meritorious object.

We need good schools and plenty of them. How can they be maintained?

1. By a right use of the means at our command, however insufficient those means may be to accomplish all that is desirable. All agencies rightly used have a law of growth peculiar to themselves. A man of activity makes work. He is not compelled to wait for it; it grows and enlarges on his hands by slow but steady accretions. Everything which has in it the principle of life *will* grow. If growth in the natural direction be repressed by weight of opposition, the branches will shoot out in other ways, and the roots will strike deeper in the soil. A good school will grow and thrive. It will spread out root and branch, until too securely planted to be removed, it becomes the parent source of other and similar institutions.

2. For good schools which shall have permanent prosperity, we need able and well qualified teachers—men and women who will adorn their profession and exercise a silent but attractive influence upon others in favor of their work. Inasmuch as all human efforts have their seasons of ebb and flood, as the tides of the sea rise and fall, those who throw their destinies into a work must stand

by it, through good report and evil report—through the sunlight of prosperity and the shadows of adversity—and pursue the end with the steady, persistent purpose which commands success.

3. We must have thorough work, beginning at the foundation of elementary learning. Primary departments require special attention. The little children must be started in the right direction. With the disposition throughout the United States to multiply higher institutions of learning, we need especially to look after elementary schools where the friends of public education must plant themselves if they seek an impregnable position in the contest against ignorance and prejudice. Higher institutions, in a certain way, can take care of themselves. The grand institution, endowed by the munificence of the man whose name it bears, is independent of patronage, and has an assured mission to perform. The common school, preserved by constant effort and the most watchful care, lives only on the food of a strong, wholesome public sentiment, and upon the record which its teachers can make for efficient work in elementary instruction.

4. We must support our own institutions. New Orleans ought to be the educational centre of the Southwest. Its schools, public and private, should be among the best in the country—made so by the sprightly and versatile characteristics of its children; by the intellectual, moral and social qualifications of its teachers. How can this result be attained if our wealthy citizens send their sons and daughters to institutions of learning in other States, where the climate is not more healthful nor the course of instruction more thorough and comprehensive? How can our schools reach the measure of their required standard if our professional teachers are driven to other fields of labor by reason of inadequate compensation or an unappreciative public sentiment? Whose fault is it if our schools throughout the State have languished through short and broken sessions, while children, by thousands, are growing up in ignorance? Who is to blame if our teachers, oppressed with anxious cares, are able to give only a divided heart to their school-work and endure with dismal forebodings the hardships of a condition from which they cannot escape? Effects must have a cause, and responsibility, sooner or later, settles down upon the right place. Whether our school system labors under the effects of temporary embarrassments, or the wide-spread misfortune which follows shattered fortunes, the remedy could only be found in the united exertions of the people. We believe that existing difficulties will be removed. There is a strong ground-swell coming up from the depths of public sentiment in favor of general education. This country—no part of it—State, parish, town or neighborhood—can be given over to ignorance without a solemn protest from American civilization. Let the people speak, and let teachers gather fresh courage as they put their shoulders to the wheel, in a calm reliance upon the justice of their cause and a firm determination that it shall succeed.

The True Lessons of the School-Room.

The aim of *school* work is something more than to impart a certain amount of knowledge in reading, writing, geography, arithmetic and the like. Important as these studies are for mental discipline, for intelligent observation, and for practical usefulness—there are other and far more important attainments whose influence is to extend forward to that period when these boys and girls have become

men and women, and will be called upon to discharge the duties of higher life. The love of praise, the honor of rewards, the promptings of ambition are useful in their way—but they are worthy ends of labor. The lessons for the young scholars are not Statesmanship, or Science, or philosophy, but rather the principles of order, industry, self-control, integrity.

It is a good thing to be able to point to the Chief Magistrate of the country as a diligent scholar and a wise teacher, and much silent influence may be exercised upon the character of the boys of the whole country, by an example so illustrious—but the great lessons of the school-room are preparatory and disciplinary. All the results of the future are summarized in the lessons of the present just as the leaf and the fruit are enfolded in the seed which the husbandman scatters and buries in the ground.

Consider what important lessons are involved in habits of order. No mechanic or merchant can successfully conduct his business without the methodical arrangement of his labor. Punctual and prompt discharge of daily work adds to wealth and enjoyment. Habits of this kind, once formed, are of great value in every station of life. To use time without wasting it—to meet engagements with exactness and fidelity are important traits of character which are too frequently disregarded among men.

How valuable, also, are habits of industry when formed in the earlier periods of life! The air is filled with the hum of activity. The day has come when the drone and the sluggard however rich in this world's goods, or exalted in rank, must give place to the workers. Skilled labor is coming to the front everywhere. The young scholar kept employed during school hours in a constant succession of duties is laying up a capital against the wants of the future. There will be no wolf to drive from the door of the man or woman who has learned to love work and who brings health, energy and intelligence to the contest. Let the boy learn that there is a place for him, and that all school work is to fit him for that place. There is no danger that he will be overlooked; that he will not be needed; that the place will not suit him, when the time comes. It will depend upon himself whether the position which he is to fill shall be high or low. He may be assured that an industrious spirit always finds occupation, and if the trumpet call finds him prepared and with a willing mind, there will be no lack of employment.

There must needs be self-control, that all the powers of mind and body may be kept in due subjection. The rules of the school-room run into the higher laws of the State and the precepts of the decalogue. Know thyself—govern thyself, are the great underlying principles of school discipline. To obey where duty commands is to work out the practical lessons of self-government. The safety of the individual, the peace of society, the value of the one person as a unit in the grand aggregation of the community rests simply and alone, upon the self-knowing and self-controlling. That boy or that girl in the class-room, in the play-ground, is selfish, quarrelsome, passionate—it requires no prophetic eye to discern what the future may be, unless there is intervening restraint and control.

The school teaches those lessons of morality which underlie personal integrity, because they are most readily learned in the period when character is formed, and because if neglected then they can only be afterwards acquired by a painful experience. Without their beneficent influences the finest talents and the most splendid attainments are but as sounding brass or a tinkling cymbal. Integrity stands as a sentinel with drawn sword guarding the approaches to every avenue of true honor and preferment.

These lessons are the essential life of every true education. They are instilled into the mind of youth with every

task of the text-book, and with every recreation of the play-ground. They are the beginning and the end of the teachers' influence and they are the living seeds which bear fruit when the stained and well-fingered school-books have been laid away with the games and play-things of youth.

Elementary Instruction in Drawing.

The importance of the subject of the study of drawing has been greatly overlooked throughout the South, and it is only within a few years, comparatively, that any considerable attention has been given to this study in the North and West, considering it in its adaptation to the requirements of younger scholars.

While it may be very true that not every one who has learned to make a sketch correctly can therefore become an artist or a successful painter in the true sense of the word, still there are many vocations in life which are materially benefited by the ability to hold a pencil properly and make a correct drawing. In the present state of public education in Louisiana, it may not be practicable to endeavor to take hold of this subject and strive to attain immediately the advancement gained by the long established schools of the Eastern cities, where the subject is undertaken at the beginning of the scholar's education, and is carried forward through the successive stages until such results are attained as can be seen in the classes of the Boston Institute of Technology and the school of design in the Cooper Institute of New York.

There may be more incentive for progress in this study in the North, where there are more fields open for practical work for the designer, as evidenced in the competitions for the prizes offered for the best designs for christmas cards, and in the recent circular of Lathrop & Company, Boston, calling for sketches for various picture and holiday books.

But look further, for a moment, at the field of usefulness, which is open to the girl or boy who has received instruction in even the rudimentary principles of drawing. Go into one of the stores on Canal street, in New Orleans, where are fancy articles for sale, and examine the beautiful decorations of the Easter or birthday cards, the many ornamental objects which are displayed in profusion, and you will realize that the money which is every year spent for these little ornaments, which now goes to the North, all could be kept in Louisiana if only there were skilled artisans here who could prepare them.

What possible training can be better than employing a few moments of time, during the school day, to try and instil into the minds of the little children a proper appreciation of the various objects which surround them; and how can we do this in any better way than in teaching them to draw their own ideas of the useful and ornamental in art as well as in nature?

The boy who goes into a machine shop in the North, who serves his time at the carpenter's bench, or who enters upon almost any mechanical enterprise, receives better wages from the very outset of his career, provided he can take up a working drawing of what he is to do and understand it. Go to any of the gentlemen in charge of our leading institutions for instruction in advanced education, and they will tell you that one great obstacle they have to contend with in preparing students for active work in the various departments of civil engineering, and in the study of the physics, lies in the complete ignorance of the students of even the slightest

knowledge of correct drawing. Even if the pupil should only learn to draw a straight line and a curved line properly, without any further knowledge of the possibility of their various combinations, such knowledge would help smooth his way in many pursuits.

It has been urged, in opposition to introducing the study of drawing in our schools, that the teachers have not been trained in the study and that, not having any knowledge on this subject themselves, it is therefore impossible that they can properly teach young children to draw. Another objection so far has been the cost of drawing-books and drawing-material.

Admitting at the outset the difficulties which lie in the way of this subject, it is proper to consider the means of overcoming these obstacles. The item of expense may first be considered, and that is very easy to contend with. It is true that some years ago the cost of material was very great, but with the gradual spread of this study throughout the country, and the increased facilities of its teaching, the cost of drawing books has materially decreased. Where ten years ago it cost 40 cents to procure a drawing-book with copies, now the same book, or rather a book better adapted for the purpose, can be purchased for 15 cents; and for the elementary grades, even at so low a price as 5 cents.

The cost of blank paper and pencils has correspondingly decreased; and now a scholar, in the lower grades, can procure all the material needed for a school term for less than fifteen cents.

It is to be confessed that the only argument that can be raised against the general introduction of drawing in the lower grades, lies in the lack of knowledge of the teachers upon the subject, and perhaps the general disposition to not take up anything new and untried. This disposition should be combatted for every reason; if nothing new should be undertaken, the world would be at a standstill, and there would be no more progress. The people of Louisiana are not going to stand idly by and let the progress and enterprise of other States come here and rebuild the industries of this State to their former era of prosperity and grandeur; no more should the teachers of Louisiana dismiss this subject because it is something new and untried for them.

Regarding the objection of the lack of knowledge on the part of the teachers, the affair is very simple so far as relates to the elementary instruction in the lower grades. With the experience of the past before them, authors who have made this subject the study of years, and who have seen the need of preparation by the teachers, have, in various publications, prepared the way for the teacher, and with some one of the different manuals which are prepared, it is an easy matter for the teacher to present this subject in an attractive and intelligent manner, and it will soon become attractive to them as well as to the pupil.

One thing should be avoided, however—do not strive to teach everything at once. The great trouble with many teachers who first attempt this study, has been the desire to go ahead too fast. The energy of the pupil has been scattered over too much matter—he has been compelled to draw certain stated figures in a purely mechanical way without understanding why he is drawing certain lines in certain positions, or what especial benefit he is to receive from knowing that one dot should be placed in one position, with another dot in another position, and that a straight line should be drawn from one to another.

All this should be avoided. Strive to impress upon the child's mind one thing at a time. It is very true that the ability to draw a straight line correctly is the first thing necessary to be learned; but yet, above all things, avoid the meaningless repetition of drawing lines, placing points and dividing equal distances without so making a combination of lines that the pupil can understand. Strive rather to teach one thing at a time; teach it thoroughly until the child understands what he is about to do, and do not give him a part of an object to

draw. If the subject to be drawn is a box, or a square, or any simple form, let the child draw the whole object, then he can understand and appreciate what he is doing. This plan will enable the pupil to undertake examples which will prove of interest; and as the exercises advance, the scholar will begin to rely more upon himself.

It may be that the importance of this subject is overrated; still, is it not better to know too much than not to know enough?

The Jetties.—Old and New Ideas.

From the History of Louisiana, by Francis-Xavier Martin, published in 1827, we make the following Extract with reference to the mouth of the Mississippi river:

Pauger, in 1718, having completed the survey of the passes of the Mississippi, returned and made his report to Bienville. He found the bar a deposit of mud, about 300 feet wide, and about twice that in length. It appeared to him that it was occasioned by the current of the river and the flux of the sea which, greatly obstructing the current, caused the river to overflow. He took notice that the stream, being very muddy, left on its shores and islands, heaps of timber, covered by annual layers of mud; the smaller timber filling up the interstices. In this manner, islands and new land along the shore, were incessantly formed; and after a few years, canes and willows began to rise on the crust formed by several layers. He expressed his opinion that, with little trouble, by giving a proper direction to the floating timber, dykes might be formed along one of the channels, and by sinking old vessels, so as to stop the others; the velocity of the water might be increased in the former and a very great depth obtained in time; an operation which he said was now forming in some parts of the passes—one of which he had noticed the preceding year, when he found on it but ten or eleven feet of water, and eight months after, from thirteen to fourteen feet; while a bar had extended to the island of the Balize, which was one hundred and eighteen feet in width and double that in length, with an eminence in the middle, before which ships might ride in eighteen feet of water.

We will send a copy of this number of the Journal to Presidents and members of the Parish School Boards throughout the State and trust that it will be kindly received. Our circulation has steadily increased in both public and private schools, and we beg leave to suggest to those who may receive a specimen copy that they give such aid and encouragement as the Journal may, in their judgment, appear to deserve. If it should seem to be helpful to teachers employed in the schools, why not make an effort to increase its circulation among them? If it represents properly the subject of education, why not furnish its Editors with such intelligence as will make its pages both useful and entertaining? We will gladly publish educational news from all parts of the State.

Over and Over Again.

Over and over again,
No matter which way I turn.
I always find in the book of life
Some lessons I have to learn.
I must take my turn at the mill;
I must grind out the golden grain;
I must work at my task with a resolute will,
Over and over again.

We cannot measure the need
Of even the tiniest flower.
Nor check the flow of the golden sands
That run through a single hour;
But the morning dews must fall;
And the sun and the summer rain
Must do their part, and perform it all
Over and over again.

Over and over again
The brook through the meadow flows,
And over and over again
The ponderous mill-wheel goes;
Once doing will not suffice,
Though doing be not in vain;
And a blessing failing us once or twice,
May come if we try again.

—*Home Companion.*

Practical Department.

EDUCATION OF DEAF AND DUMB.

SECOND SUPPLEMENTAL REPORT OF THE SUPERINTENDENT OF THE TEXAS INSTITUTION FOR THE DEAF AND DUMB.

To Hon. O. M. Roberts, Governor of the State of Texas:

SIR: The matter of the cost per capita of supporting, maintaining and educating deaf-mutes at institutions erected for these purposes, is of some importance. Inasmuch as there seems to be no data on which to form a well grounded opinion in the premises, I have taken the liberty of making extracts from a tabulated statement prepared by the Superintendent of the Kansas Institution for the Deaf and Dumb, in 1878, and republished and indorsed by Superintendent Wesley O. Connor, of the Georgia Institution, in his report for the year ending July 1, 1880. I also beg leave to present other facts in connection with the education of deaf-mutes, etc.

	No. of pupils.	Yearly appropriation for maintenance.	Cost per capita.
N. England. two institut'ns.	284	$75 553	$269
New York, six institutions..	1 007	230,924	229
Pennsylvania Institution...	326	78.400	240
Kentucky Institution.....	80	18.158	227
Ohio Institution.....	420	84.299	201
Virginia Institution.....	87	34,166	386
Indiana Institution.....	320	69,595	217
North Carolina Institution..	90	25,320	281
Tennessee Institution.....	120	42,000	350
Illinois Institution.....	330	80.000	242
Georgia Institution.....	60	12.000	200
South Carolina Institution..	30	6.163	208
Missouri Institution.....	160	32,711	204
Wisconsin Institution.....	140	31,500	225
Michigan Institution	200	42.000	210
Iowa Instituti n.	100	34 000	340
Mississippi Institution....	35	11.000	314
Texas Institution.....	50	13 143	263
Alab ma Institution.....	40	13,000	325
California Institution.....	65	41 000	631
Kansas Institution.....	90	16,150	179
Minnesota Institution.	90	28.000	312
Arkansas Institution.....	40	10.000	250
Maryland Institution.....	90	27,000	300
Nebraska Institution.....	40	12,394	310
West Virginia Institution..	56	26 431	472
Oregon Institution..	20	4.300	215
Colorado Institution.....	25	7,144	286

It appears from the above figures, that the average cost per capita of the institutions designated was a little over $360.

From a table prepared by Professor E. A. Fay, editor of the American Annals of the Deaf and Dumb, the following data have been compiled: Thirty-three State institutions expended the aggregate sum of $1,085,636 for the year ending December 31, 1879, and the regular attendance showed an aggregate of 4685 pupils, consequently the average cost per capita was $231.

The same gentleman furnishes tabulated statements of thirty-two State institutions, from December 1, 1879, to December 1, 1880. The total number of pupils in attendance on the latter date was 4540; the amount expended for support for that twelve months was $1,053,067; indicating a cost of $232 per annum for each pupil.

Professor Fay states that "the total number who have received instruction in forty-six United States institutions" is "20,062.' In other words, 20,062 persons, who were isolated, incapable of communicating with their fellow-beings, and consequently ignorant, have been educated, enabled to express their thoughts, and to hold converse with the balance of mankind. A great many of them have been converted into producers, and have become efficient citizens, and useful members of society.

The average amount expended per year, and the average cost per capita to support institutions,—it may be said to educate the deaf and dumb,—have assumed a consistency and uniformity justifying the belief, that they are determined by necessity, experience, and a laudable desire to attain efficiency. The training has not been merely intellectual, but m nual. Quite all the pupils have been taught trades, and made capable of earning a livelihood. In support of the above a list is appended showing the trades taught at the different institutions in the United States, namely: Baking, basket-making, book-binding, broom-making, cabinet-making, carpentering, cane-seating (chairs, etc.), coopering dress-making, gardening, glazing, lithographing, mattress-making, painting, photography, printing, sewing.

shoe-making, tailoring, wood-carving, and wood-turning.

By reference to the reports of the Superintendents of the different institutions, it will be seen that the shops attached to them have, as a general rule, been self-sustaining—a very large proportion of them have paid all expenses, including the salaries of the experts employed as teachers, and have, in addition, yielded a revenue to the State. The shop training has proved a great aid to discipline and good order.

The fact that these trades are taught from year to year. by the sanction of men of great learning and profound acquirements, and by warrant of law, must be accepted as proof positive of the capability of the deaf-mute to acquire them. The range of studies in the different institutions is an unmistakable indication that deaf-mutes possess intellectual ability. The course of studies at the National College includes the higher branches taught at institutions for the education of hearing and speaking pupils. The successes achieved by deaf-mutes as ministers of the Gospel, authors, editors of newspapers, artists, mechanics, clerks, etc., speak for them, and announce them the peers of those who can hear and speak in their respective vocations.

It is respectfully urged that the deaf-mutes of Texas are worthily entitled to all the means and facilities requisite to develop their mental faculties, and to place them in a condition to support themselves. The State of Texas has taken upon herself the duty of furnishing them whatever is needful to educate and train them. This has been done from necessity because of the inability of their parents to discharge these obligations. A failure on the part of the representatives of the State to furnish these adopted children all that is adequate to supply their educational wants, wholesome food, and comfortable quarters, would involve an injury to the public welfare, and an offense against humanity. Under the circumstances a charge of bad faith might be made with some show of plausibility.

One of the asylum buildings is unfinished; others are undergoing decay, and cannot be rendered comfortable in winter or summer. To refuse an appropriation to add to these buildings for the reception of the additional number of pupils which have already applied for admission, and the almost assured increase in the near future, would be circumscribing the school. There might be room to lodge 100—twenty more than are now in attendance. The great difficulty would be to furnish rooms for the classes, and to enable the teachers to do justice to their respective pupils.

Since the session of the last Legislature the increase of pupils falls a little short of 100 per cent. With a similar increase during the legislative vacation applicants would have to be refused admission in the event the buildings are not enlarged. The benefactions of the State are intended to be equally dispensed—the law does not contemplate recognizing a favored few. Any failure to pass laws to provide means for the reception of applicants would simply be withholding from these unfortunates the key of knowledge. It would be compelling them to remain an indefinite period longer in ignorance.

The workshops are the agencies through which deaf-mutes acquire the ability to earn a living; cut them off—refuse to establish them—and this class will be condemned to subsist upon charity, or to be quartered upon relatives and friends, and to pass a life of miserable and unmanly dependence.

View it as you may, the policy of cramping this school into narrow limits, of providing no means to teach mechanical trades, of dwarfing supplies to this institution, cannot be claimed as economical measures; they savor more of repression than of fostering care; and would stifle rather than promote healthy growth.

All of which is respectfully submitted.

JOHN S. FORD,
Superintendent.

READING.

FOR PRIMARY CLASSES.

For primary classes in reading I make the following suggestions:

1. Require pupils to be able to pronounce words at sight. Require them to know the words at a glance, so they

can speak them in reading without hesitation or stammering. To secure this, have the pupils pronounce the words before attempting to read. They may sometimes begin at the latter part of a paragraph and pronounce the word backward.

2. With the more advanced classes, before reading a new lesson, go over it and have the pupils pronounce all the unfamiliar and difficult words. Some of these may be written on the blackboard to aid pupils in remembering them. See also that they know the meaning of the words of the lesson before they begin to read.

3. After the pupil can pronounce words at sight, particular attention should be given to the thoughts expressed. Have them state the thought in their own words. Require them to look at a sentence and tell you what it is about and then read it.

4. Require pupils to read in natural conversational tones. Do not allow them to use the unnatural tones so often heard in the reading of children. Discard, by all means, the well known school-room tone. Require them to read in imitation of good conversation, remembering that conversation is the basis of good reading.

5. Attend carefully to articulation and pronunciation. Be careful to secure clear and distinct enunciation. Do not permit the drawling of the voice, nor the reading too rapidly. Be careful also to secure variety of tone, and to prevent monotony.

6. Errors may be corrected by calling on some pupils to imitate the reading of others. It will call the attention to defects that were not noticed and also cultivate the power of imitation.

7. Let the class occasionally close their books and listen while some one reads, and then request them to tell the substance of what has been read. Have them also point out mistakes and make suggestions for improvement.

8. Do not go through the book too rapidly. In reading it is a good motto to "make haste slowly." Keep the children at a piece until they are pretty familiar with it. The better they know it, the better they can read it.

9. See that children appreciate what they read. Let their little hearts be touched with such sentiments as can be appreciated by them. It needs a refined taste to read well; and the reading class presents a good opportunity to cultivate the taste.

10. Have them stand erect, with the book in the left hand, the right hand hanging at the side, the feet in a proper position, etc. Permit no lounging or leaning on the desk or against the wall, or standing in any awkward or ungraceful attitude.

11. In their reading, let them be guided by two things, imitation and natural expression. Let them imitate good models and read naturally, or as they would talk or tell the subject — *Edward Burke.*

LIVE UP TO THE MOTTOES.

There is no use in putting up the motto "God Bless our Home," if the father is a rough old bear, and the spirit of discourtesy and rudeness is taught by parents to children, and by the older to the younger. There is no use in putting up the motto "The Lord will Provide," while the father is shiftless, the mother is shiftless the boys refuse to work, and the girls busy themselves over gewgaws and finery. There is no use putting up the motto "The Greatest of these is Charity," while the tongue of the backbiter wags in the family, and silly gossip is dispensed at the tea-table. There is no use placing conspicuously the motto "The Liberal Man Deviseth Liberal Things," while the money chinks in the pockets of the "head of the household," groaning to get out and see the light of day, and there are dollars and dimes for wine and tobacco, and other luxuries. In how many homes are these mottoes standing—let us say, hanging—sarcasms, which serve only to point a jest and adorn a satire! The beauty of quiet lives, of trustful, hopeful, free-handed, free-hearted, charitable lives, is one of surpassing loveliness, and those lives shed their own incomparable fragrance, and the world knows where to find them. And they still remain fresh and fadeless when the colors of the pigment and the floss have faded, and the very frames have rotted away to their very joints.—*Selected.*

CLEANLINESS AND ORDER.

BY W. F. MOORE, NOBLETON.

CLEANLINESS—Some poet, Tennyson I think, says "we are part of all we have ever met," and although this may not be flattering to us in many respects, yet it is generally true. If our company be refined, we unwittingly, it may be, follow their example; if ignorant, we naturally adopt their style; and if cleanly, we necessarily will make the change. Therefore we should give particular attention to the grounds around the schoolroom; keep them as neat as possible; fences up, gate on its hinges, trees planted and trimmed, pump with tight sloping platform, scrapers at the door, room carefully swept in the evening—dusted in the morning, windows clean and properly glazed. Every pupil should be held responsible during the day for papers on the floor, or anything of that kind around his or her seat.

Having these matters attended to, then, as "example is better than precept," let the teacher be scrupulous in his own personal clothing. It will be useless to practice one thing and teach another. A beard of a week's growth will give the boys and girls a license for uncombed hair; dust on the teacher's boots will justify mud on the boys'. These matters clearly belong to the teacher, and if they are attended to, he may, with a clear conscience, pay attention to the appearance of the pupils.

I know there is a delicacy on the part of teachers in speaking to the pupils personally. I would overcome this by giving a short weekly lesson on hygiene, in which this matter may be dealt with generally. Aside from the effect on the school, I think this lesson is an important part of the instruction imparted by the teacher. Do not allow the habit of spitting on the slate, and then using the hand to rub out the marks; insist on slate-cloths—insist on the use of pocket-handkerchiefs.

But there will be some pupils moulded on the same pattern as "Dirty Tim," and speak as you may, set the most correct example possible, yet they will be untidy and unclean. Tom will come with a band of faded crape fitting tightly to his chin and neck. Harry will have gauntlets fitting closely to his hands. A good plan to correct this, is to send Tom's sister or Harry's brother with him to the pump, to give that neck a good scouring or Harry's hands a good scrubbing. If the thermometer ranges one or two degrees below zero, it is not probable the operation will need to be repeated, and further, you may depend on the matter being repeated to mamma at home.

Again, in the class, I would make it a duty at times to look at the pupils narrowly. Have them hold their hands out and let them be inspected. In nearly all cases this will prove effectual. If there are a few stubborn ones, speak to them privately and see their parents, but in all cases, secure the desired end.

ORDER—Again, I would pay attention to all external matters. Have no creaking doors—put oil on them; no shaking windows—have them fastened; no loose seats—insist on the trustees having them fastened down. Here, also, the teacher must set the example. If the teacher opens the door with noise, the pupils will do so. If he allows a slate or book to drop carelessly, the pupils have their cue. I heard Dr. Sangster say at one time that "he would bring a noisy school to order by his habit of doing things quietly, and not once speak to them." But order cannot be secured without punctuality; for when the door opens to admit a late pupil the attention of teacher and pupils is attracted, and business for the time is suspended. Do not think that because the pupils are quiet they are orderly—often they are then deepest in mischief. The great principle of order is to keep the pupils busy. It is unnatural to expect that little folks, full of life and spirits, will remain in order at their seats if they have nothing to do. As a general thing they like work. Ask them to write their lessons on their slates, and bring their slates to their class with them, and let the teacher look at what they have done. A few simple figures in drawing on the board, with a request that they will repeat each figure five or six times, will keep their attention for half an hour.

Give the pupils a few minutes several times in the forenoon and afternoon to ask any questions from the teacher or from each other. Let the teacher pass round the room at this time and answer the questions. Tell one the lesson, another the meaning of a word, give another the privilege of getting a book or a slate from his brother or sister. Do not try to prevent necessary noise, though we should exert ourselves to reduce that noise to a minimum. It is impossible for forty or fifty pupils to be in a room and have as much quietness as if no person were present.

Make few, very few rules, but carry those out you do make. I remember the first day I went into my school. I had carefully made out beforehand a tabulated form of offences and the punishment due to each. The awful threatenings of that list were never carried out. One of the rules was that "whoever broke a pointer was to receive two slaps." To my utter horror, a young lady, whom I had hardly dared to look at, accidentally committed this offence. She came and acknowledged the crime; the boys and girls stood a little aloof, but quickly took in the whole scene. I did not punish her, of course, and out rushed the boys whooping and yelling. How my heart sank! I saw in a moment my prestige was gone. I have never been guilty of the same imprudence since. In conclusion, I would recommend the practice of taking away privileges for infraction of law and order.—*Canada School Journal.*

STUDIES IN GOVERNMENT.

The United States; a Republic; 38 States, 9 territories, 1 federal district; population (1880), 50,182,525.

EXECUTIVE DEPARTMENT.

President—James A. Garfield, Ohio; annual salary, $50,000.

Vice-President—Chester A. Arthur, of New York.

Secretary of State—James G. Blaine, of Maine.

Secretary of the Treasury—William Windom, of Minnesota.

Secretary of War—Robert Lincoln, of Illinois.

Secretary of the Navy—William H. Hunt, of Louisiana.

Postmaster-General—Thomas L. James, of New York.

Secretary of the Interior—Samuel J. Kirkwood, of Iowa.

Attorney-General—Wayne McVeagh, of Pennsylvania.

Salary of cabinet ministers, $8,000, or £1,600.

LEGISLATIVE DEPARTMENT.

(1) Senate: 2 members from each State, elected for six years. (2) House of Representatives: 293 members, apportioned to each State according to male citizens voters, 21 years of age and over.

CLOTHE THE CHILDREN.—Children, especially girls who have arrived at their tenth year, are not, as a general thing, sufficiently clad, either about the neck and upper portion of the chest or on the extremities. The continual exposure of the neck of young girls is almost sure to generate a catarrhal complaint, even in those of strong constitution, and it will certainly maintain, if it does not increase, any inflammation that may exist in the head or throat. As the secretions from the nasal passages may be entirely overlooked in the case of children, enlarged tonsils may be the only thing complained of by them, or mentioned by their parents. The fact that a child has enlarged tonsils is an evidence that it has suffered, for several years, undue exposure from the want of the proper kind of clothing, and is an indication that it should be placed under medical treatment at once.

Those children who are afflicted with large tonsils are liable to suffer a gradual decrease in their hearing, and to be seriously affected with quinzy, for the reason that nearly every cold that attacks them makes itself felt in the throat, and is liable to result in the formation of an abscess in one or both tonsils, or, should they have an attack of diphtheria, scarlet fever, measles or any other disease which in inception bears any special relation to the throat, the liabil-

ity to serious complication in this region is much increased.—*Dr. Rumbold's Hygiene of Catarrh.*

DRAWING.—It is agreed by all, that the common foundation for all manual skill in the industrial and constructive arts is the ability *to draw.* Whether the higher schools are to be reorganized and made into part schools and part workshops, or whether one school is to be considered wholly a school and another wholly a workshop, must be decided in the future, and there are good arguments for both proposals; but in either case a practical knowledge of the elements and principles of industrial drawing would be needed, and therefore all are agreed, and it is perfectly safe to state that drawing should be taught to all. Its value as an element of professional education has been acknowledged also, so the basis of its usefulness is sufficiently wide and broad to cover all occupations.—*Walter Smith, State Director of Art Ed. of Mass., in Annual Report,* 1881.

THINK WHILE YOU READ.

The *Teacher's Journal,* in an article on methods of study, reminds the student that the first essential to successful study is the power of concentration of thought. This power is largely a matter of habit and cultivation. Read five pages of history in a lackadaisical manner. Close the book and write out all you can remember. Then compare your production with the printed matter, and you will be able to judge of your proficiency. Read five pages more with fixed attention and a resolution to retain the subject, and compare as before. You will find a marked improvement. If your memory is treacherous read but very little, and always write out the subject. When you hear a sermon or address, *hear* it, and afterward reduce it to writing. Read no novels, and do not read aloud to please others unless you care (nothing) for the article yourself. A practiced reader can read aloud for hours and carry on an independent train of thought all the time. This ruins the faculty of study as well as the memory. Dismiss all other subjects but the one in hand. Let the ear be deaf to all sounds, and the eye blind to all sights. Let the sense of touch sleep, and smell and taste be as though they were not. A lesson learned in this state of mind will stay with you, and will not need to be "crammed" again the night before examination. It will be like lines carved deep into the rock, or chiseled on the Rosetta stone. The other method is the dim tracing of obscure letters in the sand, which the next wave obliterates.

A Splendid Game.

A hungry spider made a web
Of thread, so very fine
Your tiny fingers scarce could feel
The little, slender line.
Round about, and round about,
And round about it pun,
Straight across and back again,
Until the web was done.

Oh, what a pretty shining web
It was when it was done!
The little flies all came to see
It hanging in the sun.
Round about, and round about,
And round about they danced;
Across the web and back again
They darted and they glanced.

The hungry spider sat and watched
The happy little flies;
It saw all around about its head,
It had so many eyes
Round about, and round about,
And round about they go
Across the web and back again.
Now high again, now low.

"I am hungry, very hungry;"
Says the spider to the fly,
"If you would come into my house,
We'd eat some, you and I."
But round about, and round about,
And round about once more,
Across the web and back again
They flitted as before.

For all the flies were much too wise
To venture near the spider,
They flapped their little wings, and flew
In circles ra her wider.
Round about, and round about,
And round about went they,
Across the web and back again,
And then they flew away.

—*Kindergarten Messenger.*

The Louisiana Journal of Education

Devoted to the Interests of Education, Public and Private, At Home and Abroad.

EDITORS AND PROPRIETORS,
ROBT. M. LUSHER, WILLIAM O. ROGERS
NEW ORLEANS, LOUISIANA.

TERMS:
Annual subscription, 10 numbers, $1 00 in Advance.
Single copies, 15 cents.

ADVERTISING RATES.

Space.	1 Mo.	2 Mos.	3 Mos.	6 Mos. 5 Nos.	1 Year 10 Nos.
One page,	$15 00	$25 00	$35 00	$50 00	$80 00
Half page,	10 00	15 00	25 00	35 00	50 00
Quarter page,	6 00	10 00	15 00	25 00	35 00
Eighth page.	4 00	6 00	10 00	15 00	25 00

All subscriptions, business letters, and other communications, should be addressed to the LOUISIANA JOURNAL OF EDUCATION, Box 1609, New Orleans Post Office.

Educational Intelligence.

UNIVERSITY OF LOUISIANA —MEDICAL COLLEGE.—COMMENCEMENT EXERCISES.

The forty-seventh Annual Commencement exercises of the medical department of the University of Louisiana were held in the Grand Opera-house on Thursday, March 17.

As usual, on such occasions, the building was filled with a brilliant audience.

The members of the faculty, Hon. Randall Hunt, LL.D., President of the University; the members of the Board of Administrators; prominent members of the learned professions; State and City officials, occupied seats upon the platform.

A fine orchestra contributed some delightful music to the occasion.

The opening prayer was made by the learned and eloquent Rev. Dr. Jas. K. Gutheim, of the Temple Sinai.

The annual address by Rev. B. M. Palmer, D. D, LL.D., was a grand production, full of noble thoughts and glowing with the eloquence and sound practical sense which characterize the public utterances of that eminent scholar and divine.

The degree of Doctor of Medicine was conferred upon forty-one graduates, while nine others received the degree of Master of Pharmacy.

Dr. T. G. Richardson, Dean of the faculty, presented the diplomas.

The valedictory was delivered by Luther Sexton, M. D., of Mississippi. Benediction was pronounced by Rev. J. O'B. Leroy.

The Medical College was organized in September, 1834, by the private enterprise of seven resident physicians. It was the fourth institution of the kind established in the South. The founders of the College were Drs. Thomas Hunt, John Harrison, Charles A. Luzenberg, J. Munroe Mackie, Thomas R. Ingalls, Aug. H. Cenas and Edwin B. Smith. These gentlemen also constituted the first faculty. Dr. Smith withdrew, however, and Dr. E. H. Barton was substituted. The introductory lecture was delivered by Prof. Thomas Hunt, in the presence of eight students, and in March, 1836, the first degrees in science ever conferred in Louisiana were conferred by the professors of the Medical College. In 1845 an article was inserted in the constitution then framed creating a University of Louisiana and making the Medical College a part of it, under its present title. Including the graduates of yesterday, the total number of the alumni of the institution is 1995. Many of them have risen to distinction; and over 240 participated in the war. Many distinguished medical men have been numbered among its corps of instructors.

The faculty at present is composed of the following gentlemen: T. G. Richardson M. D., Professor of Surgery; S. M. Bemiss, M. D., Professor Practice of Medicine; S. E. Chaillé, M. D, Professor of Physiology; Jos. Jones, M. D., Professor of Chemistry; Samuel Logan, M D., Professor of Anatomy; E. S. Lewis, M. D., Professor of Obstetrics; J. B. Elliott, M. D., Professor of Materia Medica.

PEABODY NORMAL SCHOOL.

The Commencement exercises of this institution, which is supported by the Peabody Education Fund, were held in

the assembly-room of the "Southern University," on Calliope street, on Saturday, 19th inst., at 4 p. m.

The exercises were very interesting, and reflected much credit upon the members of the school.

Much earnest work has been done by them during the past year; and the results are more creditable, because secured under many disadvantages and personal sacrifices, most of the members of the school being teachers who attended afternoon and Saturday morning sessions, impelled by a laudable desire to secure a more thorough preparation for their work.

Diplomas were awarded to nine graduates: M. Campanel, L. H. Jett, J. Baptiste, P. M. Xavier, L. White, A. Lewis, E. McCarthy and C. M. Keppard.

Certificates were conferred upon the following post-graduates: Mrs. S. F. Williams, Misses K. C. Campanel and N. V. Miller

The Peabody medal was conferred upon Miss L. V. Miller.

The respect and esteem entertained by the students for their teacher was a conspicuous feature of the occasion.

A felicitous address was delivered by Prof. A. P. Mayo, to which reference is made elsewhere.

PROF. D. K. WHITAKER.

The recent demise of this noble patriot and distinguished reviewer has left a void which cannot easily be filled. For more than fifty years had our friend been identified with the promotion of literature and sound learning in the South, including, in his labors of love, the editing of reviews, the delivering of lectures on literature, and the general furtherance of the study and appreciation of the masters, in all communities of which at any time he had been a citizen. During the same half century, his civic virtues and sterling devotion to the true principles of the constitution had endeared him to all who enjoyed the privilege of his acquaintance, in Charleston, or Richmond, or New Orleans. In the first named city, he was the worthy compeer of such men as Hugh S. Legaré, Dan'l Pettigrew and other illustrious scholars and writers; and, among his familiar friends, were such statesmen as Calhoun, McDuffie and Preston. In Richmond, he labored, with zeal, in the important departments to which he was assigned; and, in our own city, he awakened a new interest in literature and science, by his admirable lectures before one of our prominent Institutions of Learning, and by his unflagging energy in sustaining, on too limited means, the publication of his able and eloquent Review.

The patriot and scholar has now gone to his rest, crowned with the affections of his kindred and the honors achieved by a long life of purity and usefulness,

"Sustained and soothed
By an unfaltering trust, * * * * * *
Like one who wraps the drapery of his couch
About him, and lies down to pleasant dreams."

ADDRESSES BEFORE NORMAL INSTITUTIONS, NEW ORLEANS.

On the 19th March, at noon, Rev. A. D. Mayo, of Boston, Mass. (assistant editor of the "National Journal of Education"), delivered a very instructive address before the assembled students of the Peabody Normal Seminary. His theme was on the duties and responsibilities of teachers, which he developed with marked ability and success; illustrating, also, sundry points impressed upon his interested hearers, by characteristic anecdotes and humorous allusions. The students listened with eager attention to the words of wisdom falling from the doctor's lips, and were manifestly impressed by his counsels.

On the afternoon of the same day, at the Southern University building, on the occasion of the graduation of the senior class of the Peabody Normal School (c), Dr. Mayo addressed the students and audience on the relative duties of teachers and parents, showing that the former must be sustained by the concurrence of the latter, for the proper training and instruction of children; insisting on thoroughness in the work of the teacher; and impressing on the minds of both instructors and parents, the necessity of causing children to understand that education does not countenance laziness, but that it is intended to render labor

or work more honorable and effective. The audience listened with great interest to the doctor's judicious remarks.

PUBLIC EDUCATION IN CITY AND COUNTRY.

The Thibodaux "Sentinel" takes exception to the lugubrious tone of the N. O. Press as to the sufferings of the teachers of the city public schools, and gravely advises the School Board to close the schools, every year, as soon as the funds give out.

Our *confrère* forgets two very serious obstacles to this *rural* method of settling the matter: 1. That the school law now in force requires the N. O. schools to continue open most of the year, or the teachers' annual salaries to be divided into twelfths, showing clearly the wise intent of the Legislature of 1877, in regard to the character of the schools required in the metropolis of the State; and 2. That if 20,000 children are to be thrown out of the schools, at the end of four or five months' sessions, each year, then, the chief features of their education will be acquired in the streets, where *vices* rather than *virtues*, are fostered as characteristics of the future citizens of the State.

Would our amiable friend of the "Sentinel" counsel either an evasion of the law, or the preparation of our children as candidates for "Houses of Correction," etc.? Is he not of the opinion that it were much less expensive to the State to give the children proper instruction, in efficiently conducted schools, than to rear such "houses" for the repression of vice, or prisons for punishment of the crimes engendered by vice?

THE NEW ORLEANS EDUCATION SOCIETY.

A preliminary meeting of gentlemen connected with education in this city, was held in the office of the City Superintendent of Public Schools, on Friday Evening, March 25th, 1881. State Superintendent, E. H. Fay, was called to the chair and Professor J. E. Seaman was requested to act as Secretary. The meeting was called to consider the expediency of forming an association which should promote a greater unity of action among teachers and the furtherance of certain measures designed to promote the cause of education in the city of New Orleans. After a full consideration of the subject by the gentlemen present, measures were taken, with great unanimity, to form a society with the above title. A committee was appointed, consisting of the Chairman and W. O. Rogers, R. M. Lusher, R. H. Jesse and H. C. Eustis—charged with the preparation of a plan of organization and rules for the regulation of the society—to be submitted for consideration at an adjourned meeting. Steps were also taken to increase the membership of the society. We hope to be able in the next issue of the Louisiana Journal of Education to present the matter in a more definite shape for the consideration of the teachers employed in the public and private schools of this city. The necessity for an organization of this character has long been felt by persons engaged in education, and if the affairs of the society are managed with prudence and energy, much good may be accomplished. Similar societies in other cities have been useful in promoting professional zeal and success, and much can be done here in this particular, if the necessary concert of action can be maintained.

ATHENEE LOUISIANAIS.

The annual meeting of this Society was held at Grunewald Hall, March 28th. The object of the organization being the encouragement of the study of the French Language and Literature, it is deservedly popular with that attractive and brilliant portion of our inhabitants to whom the beautiful language is the mother-tongue.

General Beauregard delivered the opening address. Professor M. A. Fortier was the orator of the evening, and gave a forcible and interesting address on Novels—showing critical skill, enlarged observation, and sound judgment in the decision of the subject.

The report of the Committee appointed to examine the manuscripts of the competitors for the gold medal was read by Mr. F. Fries. All the compositions were commended. The selection made by the Committee gave the medal to Mr. James S. Hosmer, for his essay on "American Novelists."

The exercises were interspersed with choice selections of vocal and instrumental music.

We congratulate the Society upon the evidences of its prosperity. Wisely conducted and generally sustained, it is an educational force in the city, and shows ability to exercise important influences in promoting literary and intellectual culture. It enlists social rank and eminent attainments on the side of progress, and we trust will have a brilliant future to crown its useful past and present career.

CITY SCHOOL BOARD.

MONTHLY MEETING, MARCH 10TH, 1881.

The Finance Committee submitted the following budget for 1881, which was adopted by the Board :

RECEIPTS.

City Appropriation	$200,000 00
State Approp'tion, estimated.	40,000 00
Poll-Tax	10,000 00
	$250,000 00

EXPENDITURES.

Salaries of Teachers	$200,000 00
Rents	9,000 00
Sanitary	828 00
Fuel	2,500 00
Furniture	2,500 00
Printing	1,000 00
Portresses	11,500 00
Superintendent's Office	4,200 00
Secretary's Office	3,000 00
Supplies	1,800 00
Repairs	10,000 00
Stove Account	2,000 00
Contingent	200 00
Balance	1,472 00
	$250,000 00

First Assistants of the Fillmore, Mc Donogh Nos. 4 and 9—teaching advanced classes, are to be remunerated for extra labor, by increase of salary from $54 to $60 per month.

Application of male Principals for increase of salary from $85 to $100 per month was referred to a special Committee to report at the next meeting of the Board.

Teachers are to be notified directly by the Secretary, whenever a roll is to be paid, and not by public notice in the newspapers

A resolution was adopted directing the Superintendent to call the attention of the Principals to the rule requiring pupils applying for admission to the schools to be accompanied by their parents or guardians, and to present satisfactory evidence of being at least six years of age. In case of doubt, parents are required to furnish certificate from recorder of births, deaths and marriages.

Resolutions were adopted looking to the financial relief of the teachers.

At a meeting of the pupils of the Boys' High School, March 10th, 1881, the following resolutions were unanimously adopted :

WHEREAS, We learn that death has suddenly deprived us of our late friend and school mate, Robert Brewster ; therefore, be it

RESOLVED, That we mourn the loss of one who had endeared himself to all his fellow-students by his open and manly conduct, his exemplary attention to his studies, his kindness to his comrades, and his respectful deportment towards his professors.

RESOLVED, That we respectfully ask Prof. Seaman, our Principal, to adjourn this High School to-day out of regard to his memory.

RESOLVED, That we deeply sympathize with the parents and relatives of our friend in their great affliction.

RESOLVED, That a copy of these resolutions be presented to the family of the deceased, and another to the New Orleans Democrat for publication.

R. A SHOTWELL,
W. D. GARDINER,
O. F. REINECKE,
C. W. BALDEY,
S. J. SPEAR,
A. C. BEES,

Committee on behalf of the pupils of the Central High School.

The air is heavy with rumors of impending changes in the City School Board. It is said that within the next few weeks a new election of Directors will be made by the State Board of Education and the City Administrators. The teachers are particularly interested in the matter since it is feared that their tenure of office may be affected by the

removal of the members through whose nomination they were elected. It is well understood that some prominent members of the Board are not averse to a change and would cheerfully resign a position which has been a thankless and laborious one. The present School Board has been in office nearly four years. Many improvements have been made in the schools during its administration. Its work has been surrounded with innumerable difficulties and embarrassments. Chief among these has been the financial question. Insufficient means for the support of the schools have caused a policy of contraction and retrenchment which has often seemed harsh and illiberal, but which has been forced upon the Board as against the other alternative of contracting debts and employing teachers with no prospect of paying them.

We cannot say how much foundation exists for these rumors of change. We may be permitted, however, to express the earnest hope that if such changes should be made there will be no wholesale removal of teachers. Those who are now employed in the schools are experienced, competent and faithful. The condition of the schools would be greatly disturbed and the work of instruction retarded by a sweeping change, or an electioneering campaign for retention in office, at this period of the session. We are slow to believe that any Board, new or old, having at heart the interests of the school-children, would propose a measure so radically injurious. If, indeed, there are to be changes in the Board, it is a matter of the gravest importance that the Directors chosen should be gentlemen of standing in the community—men of intelligence, of good social position, of unimpeached moral character. No greater injury could be inflicted upon the school at any time, than to place over them directors who, by character or lack of intelligence, are unfit or unable to discharge acceptably the duties of the office. Our third hope is that whoever may be the new directors, they will accept the position in the discharge of a great public trust, seeking, first of all, to raise the schools in all respects to a higher standard of excellence, and regarding the welfare of the thousands of children placed under their charge as superior to all considerations of patronage or personal interest.

The affinity of goats for public instruction may be seen in the number of them hovering around the school-houses watching for an opportunity to dart into the sacred enclosure. They have no fear of school-masters or school discipline. Nor are these pestilent freebooters content to roam through the basement and play-grounds. Emboldened by long familiarity with the premises, they occasionally mount the stairs, to feast on the lunch-baskets of the children—and to take a sly bite at the straw bonnets and wraps which are hung in the halls.

A visitor to one of our fine McDonogh schools, is very apt to stumble over these scholarly goats, and if he finds a cow and a calf serenely enjoying the basement, and half a dozen mean-looking curs to snap at his heels—he will be impressed with the kindly disposition shown by the portress of the school towards the brute creation.

Is it not about time that this nuisance was abated by some measure more efficient than the passage of a *brutum fulmen* by the City Administrators?

POLL-TAX.

The following circular has been furnished to the Principals of the schools for distribution to the parents through the children in attendance.

SPECIAL SCHOOL-TAX.

ATTENTION, CITIZENS.

The poll-tax having been set aside as a fund for the support of the public schools, all male inhabitants of the Parish of Orleans over twenty-one years of age, especially parents and guardians of children attending the public schools, are requested to pay to the Principal of the school which their children or wards are attending, the poll-tax of $1 for each of the years 1880 and 1881. The said Principals have been authorized by the Tax Collectors, as deputies, to receive the money on Monday morning of each week, and to furnish a receipt

signed by the Tax Collector, to every person paying such tax. The teachers of your children cannot be paid unless you come forward promptly and pay the small amount which carries with it the right to an education for your children.

The teachers have not been paid for many months, and as the need of this tax being rapidly collected to pay them is very pressing, every citizen of New Orleans is requested to call at the school building nearest to his residence, on Monday morning of any week, and pay the tax to the Principal, who will furnish him a receipt in official form.

The money thus collected by the teachers is handed over to the Tax Collectors, to be paid by them to the Treasurer of the School Board, and as rivers are increased by the contribution of small streams, we hope that sufficient will be realized from the aggregation of all sources, to afford important help in paying the balance due the teachers for 1880.

The January roll for teachers, portresses, etc., was paid on Saturday, March 26th. The lively collection of taxes during the latter part of March, encourages the hope that the rolls for subsequent months will be honored without much delay.

F. F. Fargo, Esq., of Buffalo, N. Y., visited our city during the late carnival, and very carefully informed himself concerning our political and social condition. A number of letters from his pen, published in the "Buffalo Commercial Advertiser," have attracted wide attention, and have been noted not only for their fairness and discriminating observation of existing facts, but their lucid and graphic statements. In the "Advertiser" of March 17th, there is a letter on the subject of public education in New Orleans, from which we make the following extract :

"Accepting Superintendent Rogers' proffered escort, I had the pleasure of visiting several of the public schools, of both sexes and both races. Our visits, of course, were unannounced, and, therefore, there was no fixing-up for the occasion. Our first call was at No. 6, in a McDonogh building, a colored school, Miss A. E. Kilgrove, white, principal, with eight assistants, a portion of whom are colored. The several departments were visited, the teachers interrogated and the children examined. Good discipline was observed, the classes were well up in their studies, and the children seemed as bright, intelligent and tractable as white pupils. One lad with a skin as black and smooth as ebony, not more than ten years old, was asked :

"What State do you live in?"

"Louisiana."

"What are the products of Louisiana?"

"Sugar, cotton and rice."

"Did you ever see any sugar growing?"

"No, sir."

"How, then, is sugar produced?"

"From the cane."

"How is it obtained?"

"By grinding the cane and getting the juice."

"What kind of land is required to grow rice?"

"Low, wet land."

A little girl was asked to name some other State than Louisiana, and the reply was :

"New York, Massachusetts, Virginia and Kentucky."

"Name some large cities in New York."

"Albany, New York, Buffalo."

"Where is Buffalo?"

"On Lake Erie."

"What large river is in Louisiana?"

"The Mississippi."

"Where is it?"

'Right there." (Pointing in the direction of the father of waters.)

"Is it warmer or colder in Buffalo than in New Orleans?"

"Colder."

"Why?"

"Because the rays of the sun fall upon it more obliquely."

"Why do they thus fall?"

This was too much for the little dark-haired pupils, and was the only question put to them to which they did not give a correct and an intelligent answer.

Other schools, white and colored,

were visited and similarly examined with equally gratifying results. Indeed, the knowledge gained of these schools and the progress being made in educational affairs was the most important and satisfactory of any information derived by your correspondent while in the Crescent City. To say that I was disappointed, hardly expresses my surprise to find them occupying such an advanced position, especially the colored schools.

Louisiana has laid the foundation for a broad civilization in the establishment of her educational system. If properly maintained, as now seems probable, the State is destined to take a much higher rank than has ever yet been its good fortune. May its example be followed by each and all of the States in which a duality of races has hitherto been a malign and disturbing element in social, political and business as well as in educational affairs."

A new motto graces the rooms in some of our public schools—POLL-TAX. The children have taken the matter in hand, and a lively competition exists among the pupils of the different departments as to which room shall make the largest contributions. It is well for visitors who are liable to the tax to furnish themselves with a receipt, before inspecting classes, or they may be reminded in a gentle, insinuating way, difficult to resist, by some bright-eyed boy or girl,—that the teacher carries a bag labelled P. T., and can give a receipt if desired. Visitors not liable, should be furnished with a card marked *Exempt*. It will facilitate work and obviate the necessity of asking useless questions. Parents are responding to the demand with much alacrity and good nature, and in some of the schools the amount thus far collected has exceeded expectations.

The State Board of Education is to meet in State Supt. E. H. Fay's office, on the 20th April. The occasion is looked forward to as one of unusual interest, as several matters of importance to the public schools of this City and State will doubtless be considered at that time.

The "Lake Charles Echo," parish Calcasieu, of 26th March, 1881, shows that the Parish Board of School Directors, on 10th inst., authorized the president, J. W. Bryan, Esq., to contract with teachers for seven public schools in districts 1, 2, 3, and 5, and, after the local trustees shall have organized, for five other schools in districts 4, 6, 7 and 8. We trust that these schools will have sessions of at least six months in the year, for the benefit of the children. The enumeration of youth between 6 and 18 in this parish, from the United States census of 1880, cost the Parish Board twenty-five dollars.

PARISH AVOYELLES.

The following affords us a hope for the rising generation of the parish:

THE RIGHT KIND OF SCHOOL TEACHERS.—The School Board will meet next Monday. Teachers will be examined the Tuesday following. We learn the School Board proposes to employ none but competent, sober and moral teachers. The board is opposed to those who use ardent spirits too freely. They do not consider them proper instructors or exemplars for the rising generation. The office of teacher is both responsible and onerous.—*Marksville Review.*

PUBLIC EDUCATION.

STATE OF DELAWARE.

We are indebted to the Hon. J. H. Groves, State Supt. of Free Schools, for a copy of his able and interesting report of the condition of the free schools of Delaware, for 1879 and 1880.

It shows that, in this commonwealth, there were, in 1880, 512 free schools, taught 7½ months in the year, attended by 25,053 white children, between 6 and 21 years of age, and by 2,716 colored children, of similar ages. (The enumeration of youth showed 31,505 white, and 3,954 colored.) The whole cost of the schools was $6.39 per pupil. 248 male teachers were employed, at an average monthly salary of $30.83, and 175 female teachers, at a salary, each, of $24.79.

The secretary of the State Board of Education justly remarks:

"The interests of education have been wonderfully subserved by our annual meetings or Teachers' Institutes. These bring together a class of men and women, already engaged in the work of instructing the youthful minds who have, in their preparation for the school-room, been deprived of any special help. They remember and try to practice, in their schools, the methods adopted and used in the schools which they themselves attended. * * The only additional help they can pos ibly receive in the theory of teaching, is derived from the attendance upon our annual meetings (or Institutes), except what can be obtaind from the perusal of works upon the great subject of education."

The State Supt. closes his history of public education in Delaware with the following gratifying information:

"To-day the people own 361 school-houses. These with school-grounds and furniture are worth $440,7?8. This amount added to the permanent school fund make a total investment of $889,-787 for school purposes."

We should say that Normal Schools are needed in Delaware, for the professional training of her public school teachers; and that the great need of Louisiana is a well organized system of Teachers' Institutes, in which the improved methods of instruction may be fully explained to all who are charged with the education of our youth.

Boston has expended $800,000 upon a new High School building, and this magnificent structure which is generally admitted to be without an equal in its line was built, according to the Boston Transcript, at the lowest possible cost, the contracts being taken at a time when land, labor, and material had reached their lowest figures.

The Evansville Courier claims that Indiana has the largest school-fund of any of the States. The available fund now amounts, it is said, to more than $9,000,000. This is the permanent fund drawing interest, the State having $4,000 000 of it loaned at 6 per cent., the rest being loaned to individual borrowers in the various counties at 8 per cent. The law permits no loan to any individual borrower to exceed $1000, and none is loaned to corporations. The security demanded is land of estimated value, exclusive of all improvements, of twice the amount of the loan. There are now at least four applicants for each $1000 loaned. The fund is constantly being increased, from $40,000 to $50 000 annually, by fines under the penal law of the State. In addition to this permanent fund, the school property of the State was valued at $11,536,637 39 last year; this year Prof. Smart estimates that it will amount to something over $12,000 000.

The Texas University fund amounts to $461,335 90, and the Agricultural and Mechanical college fund to $209,000. The annual interest of the University fund amounts to about $25,500, sufficient at this time, to support a State university; and if the interest and land sales should be reinvested in bonds as they accrue, enough would soon be realized to build, as well as to operate such an institution.

The Bonham *News*, a Texas paper, says it costs in that State over $1,000 on an average to arrest, try, convict, sentence and hold a criminal in the penitentiary for three years, and only about $75 to educate a person so that he cannot only take care of himself, but can earn a surplus which goes to enrich the State. Education pays; ignorance costs.

California.—The School Board of San Francisco (through Finance Com.) estimates the amount of money necessary to meet the expenses during the coming year as follows: For teachers' salaries, $660,000; for janitors' salaries, $35,000; for census marshals, $2,000; for books, $6,000; for stationery, $6,000; for printing, $3,000; for advertising, $1,000; for furniture, $10,000; for rents, $8,000; for repairs, $19,000; for permanent im-

provements, $11,000; for buildings, $40,000; for incidentals, $10,000; total, $821,000. The Com. recommended the transmission of a copy of the requirements to the Board of Supervisors. Mr. Thompson stated that the salaries had been raised about $54,000 per year by a previous action of the Board. He regretted that it was necessary to raise the appropriation. He had asked for $71,000 more than the appropriation of last year.

THE MODEL SCHOOL AT BRUSSELS.

From information received at the Bureau of Education, it appears that the Ecole Modele, or the model school, at Brussels, contains 400 boys, aged from 7 to 14. It is not a free school, the annual tuition fee being 150 francs. There is a Kindergarten attached, where boys from 5 to 7 are received. The regular school has three departments: the primary, consisting of boys from 7 to 9; the intermediate, of boys from 9 to 12, and the highest, of boys from 12 to 15, who are prepared for industrial pursuits. There are 12 classes, each containing about 34 boys. The hours of study are from 8 to 12, and from half-past one to 4 o'clock. Each lesson lasts three-quarters of an hour, and is followed by a quarter of an hour's recreation, while every Thursday is a half-holiday. Seven hours are devoted every week to gymnastics. No home work is given, and no corporal punishment is allowed. Religious instruction is excluded from the school, as is also Euclid and demonstrative geometry. The classrooms are carefully lighted from the left, and great pains is taken to make them cheerful. Drawing has an important place in the curriculum, and is taught in all classes. Language holds the first place in the list of subjects taught. Grammar is not taught, but translations from Flemish into French, and from French into Flemish are freely practiced, and, as a very important practical aid to correct language, no incomplete sentences are allowed in answering questions. Next to language comes science, and this is taught with great precision. There is a museum, which is constantly increased by the boys themselves. Every teacher teaches without a book.

A BEAUTIFUL FAITH.

Beautiful, exceedingly, is the burial of children among the Mexicans. No dark procession or gloomy looks marks the passage to the grave; but, dressed in its holiday attire and garlanded with bright, fresh flowers, the little sleeper is borne to its rest. Glad songs are sung, and joyful bells are rung, and lightly as to a festival the gay group goes its way. "The child is not dead," they say, "but going home." The Mexican mother, who has household treasures laid away in the *Campe Santa*—God's sacred field—breathes a sweet faith, only heard else in the poet's utterance. Ask her how many children bless her home and she will answer: "Five—two here and three yonder." So, despite death and the grave, it is yet an unbroken household, and the simple mother ever lives in the thought. —*Selected.*

As the deep blue of heaven brightens into stars,
So God's great love shines forth in promises,
Which, falling softly through our prison bars,
Daze not our eyes, but with their soft light bless.
Ladders of light God se.s against the skies,
Upon whose golden rungs we, step by step, arise,
Until we tread the halls of Paradise.

—*A E. Hamilton.*

COMMUNICATIONS.

EDUCATIONAL JOURNALS AND THE GENERAL PUBLIC.

If the proper training of youth is of great importance, how comes it that parents and those having charge of children do not read educational literature more frequently? Many reasons might be given—let us consider a few of them.

Education—training—is a SERIOUS matter, about which, as a rule, people talk and write seriously, thoughtfully. This is not agreeable to a great many readers, who base their opinion of a book upon the amount of laughter they expend upon it. If the risible muscles have

been well exercised, the book is pronounced "good;" if not, the verdict is "awfully dull." This class of readers is furthermore *very, very* numerous. I base this assertion upon the fact of the very inferior leading articles to be found in our newspapers; they turn over all the pages on which education, moral training, school is printed—there is nothing to laugh at on such pages. It would be well if this class of readers could be troubled with a pedagogical ghost—something like Banquo's—that "would not down."

Others are of the opinion that educational works are written solely and purely for teachers; these people, however, forget that the first and most important teachers are parents themselves. They forget that all the educational wisdom of the teacher can do nothing where the educational folly of the father or mother, sister or brother, uncle or aunt, has corrupted everything.

Others again will not trouble themselves to read educational works, because they have given their children into the charge of nurses or governesses, and will most assuredly not bother themselves about such trifles as the training of their own children. They have—so they say—"something else to attend to."

Others there are who excuse themselves from reading educational journals on the ground that "they have no time." But, to read some improbable story in which the most laughable and ridiculous incidents follow each other, to pore over family scandals, to *study*—not to read—the fashions—for such trivialities they have always time, even if other and more important work has to suffer in consequence of this "want of time."

One of the principal reasons why educational writings are not generally read, is, that almost everybody thinks himself wiser in this matter than his neighbor. Many are of the opinion that the best education lies in a good, sound switch, and the oftener it is used, the better the training; but, he who has had a thoughtful experience in teaching—I speak from a teacher's not a parent's standpoint here—knows that the cane itself is often a grievous offender, and when used at the wrong time and in the wrong place—which is generally the case—kills, instead of cures. There are times and places, however, when as ultima-ratio the switch accomplishes wonders. The educator whose only or main support in discipline is the cane, is in a far worse predicament than the water-doctor who will cure everything by cold water.

Sometimes parents see their own mistakes and do not wish their faults to weigh heavily on their minds, and a paper or book that plainly shows them their errors, is not desirable or agreeable to them.

There are also many people who believe that in such publications only warnings and homilies are to be read; and, as they *know* they have not sinned in these matters, they do not care to waste their time in reading them. If these good people *would* care to read such works, they would find—probably to their astonishment—that, besides good advice, they contain interesting articles on a variety of subjects.

The principal reason, however, why educational papers are not read by the general public, lies in the idea that "No one can train children by books." Certainly; he who looks upon educational writings as a mould whereby to shape his children, is devoid of common sense. Children's minds are *not* so much dead wax, out of which a man can knead a figure according to a certain prescribed model; on the contrary, they are living, hungry souls, each demanding close, frequent *study;* and this study is the duty of the parents. To attain this end—to awaken our observation of our children—is the object of educational publications. The person who carefully and attentively reads such works, and, if necessary, reforms and acts upon the principles therein laid down, will soon admit their great value as factors in building up noble men and good women. We conclude with the firm conviction, that those educational writings which are permeated by healthy, noble sentiments, are the best preservatives against the debasement and degradation of mankind.

C. W. Crossley.

Beechwood Academy, La., March 12th, '81.

BOOK NOTICES.

The Atlantic Monthly, April, 1881. *The Portrait of a Lady, and Friends, a Duet*, are continued stories, with great minuteness of detail and a cautious unfolding of new incidents. *What we Learn from Old Aryan Words*, by John Fiske, is an interesting philological paper. *Voltaire's School Days*, by James Parton, gives an entertaining sketch of the witty but wicked Frenchman. Reminiscences of Washington is a picture of Fillmore's Administration, with portraits of the leading statesmen and politicians, who represented both political parties in the Capitol of the country. Richard Grant White gives another chapter on English peculiarities under the head of The British Philistine. *The Wives of Poets, IV.; Her Ghost; The New Sunday*, are among the other contributions. The Contributors' Club has some pungent criticisms on the use or rather abuse of flowers at dinner-parties, funerals, etc.

Popular Science Monthly, for April, 1881, D. Appleton & Co., New York. The first article is Herbert Spencer's sixth paper on *The Development of Political Institutions*, in which he discusses the subject of "Political Heads," or the causes which lead to the concentration of power in chiefs, kings, etc. The interesting papers on "*Physical Education*," by Dr. Oswald, are continued under the head of "Out-Door Life." "The surest of all natural prophylactics is active exercise in the open air." Prof. E. S. Burns contributes an instructive article on the *History of Chronology*, in which is shown the various methods employed by the ancients in measuring time; the confusion resulting from their imperfect computations and the perfection of modern science in the methods now used *The Origin and Structure of Volcanic Cones* is a valuable contribution to Physical Geography. People afflicted with colds, and desirous of knowing something about their origin and possible effects, will be interested in reading "a Medical Man's" opinion upon the subject. *The Purification of Sewer-water* is an article of practical value.

There are fifteen articles in this number of the Popular Science Monthly, and all of them are readable and instructive.

The International Review, April, 1881. Contents: Part II. *of the Iliad of India*, by Edwin Arnold; *Improvements in Prison Discipline*, by A. S. Meyrick; *The First American Bishop*, by Rev. George E. Ellis; *Francis Lieber*, by President D. C. Gilman, *The Last Trial of Russian Nihilists*, Mme. Z. Ragozin; *Statutes Regulating the Practice of Medicine*, by Ernest W. Cushing, M. D; *Schurz's Administration of the Interior Department*, by Henry L. Nelson.

The Art Amateur opens with a drawing of F. A. Bridgman's picture, "Lady of Cairo Visiting." There are, as usual, some choice designs for plaques, borders, panels, etc. Sketches for various forms of decorative art, and critical notes upon pictures and art exhibitions. This journal should have a large number of subscribers among people of taste and refinement.

The Eclectic History of United States, by M. E. Thalheimer, author of "a Manual of Ancient History," "An Outline of General History," and other textbooks upon history. Published by Van Antwerp, Bragg & Co., Cincinnati and New York. This is an admirable schoolbook. The style is clear and attractive; the illustrations and maps are models of artistic work. At the close of each chapter there are biographical and historical notes containing much useful information upon the references in the lesson. There is an important index of all proper names and leading events; a pronouncing vocabulary; table showing transfers of territory in the United States; and the whole work is as complete and comprehensive as it would seem possible to make a school-history of four hundred pages.

Revue Pédagogique, No. 1, Janvier, 1881. We are indebted to Prof. E. J. Edmunds, of the "Southern University," for a copy of this valuable review, pub-

lished at Paris. with contributions from members of the Institute, Professors and Inspectors of public instruction, Directors of Normal Schools, and others, under the direction of Mons. Hyppolyte Cocheris, Inspector General of Public Instruction. The subjects discussed, with great ability and marked lucidity, include a "criticism of Rousseau," by P. Souguet, "Logical Analysis, by J. Perier, a "Study of Montaigne," by M. L. Conort," Collections of Natural History in the Schools of Germany," by Dr. E. Darin, and an interesting account of Libraries in the United States. Primary Instruction in Scotland, and other papers of local and general interest are also found in this acceptable *brochure*.

"*Le Francais*," *No. 6, of March* 5, 1881· *Rédacteur*. Jules Lévy, Cambridge, Mass.

This *piquant* Magazine increases in interest with every issue. No. 6 contains graver matter than its predecessors. It opens with a story, clearly told, entitled, "LeMiroir," by Alphonse Dandet ; followed by a rural ballad, the "Curate's Garden," a comedy of admirable moral effect. Extracts from a remarkable *brochure*, by M. Ernest Legouvé, of the Institute, on the "Question of Women." and the Dream of an ambitious man" (verse), by Josephin Soulary, are eminently worthy of perusal. The usual corrections of Letters in French, vicious expressions, social games (proverbs of ten words), solutions of grammatical difficulties, and other subjects of great value to all schools in which the French language is taught, appear in this number—attesting the gracious care which the Editor bestows on his admirable magazine.

Comptes Rendus de L'Athénée Louisianais.

The March number of this admirably conducted and interesting publication, contains much valuable information. Regretting to find therein, that Dr. Armand Mercier has withdrawn from the Society, we are pleased to perceive that important sessions were held in December and January, under the presidency of General Beauregard and Dr. Roussel, and that efforts were made to induce Dr. Mercier to recall his resignation. At the last session General Beauregard was elected President—a graceful tribute to Louisiana's favorite son—and Mr. Felix Limet and Dr. Sabin Martin, Vice-Presidents ; and Dr. Hava delivered a very able address on the question of Spanish Emigration. "Civilization among our Antipodes—especially in Australia"—is treated in a very instructive and philosophic style, in a review of Inglis's "Australian Cousins" and of Crawford's "Travels in New Zealand and Australia. A vigorous French version (of decided poetic merit) of the Dialogue between Brutus and Cassius (from Shakspeare's Julius Cæsar), by Dr. Castellanos, and an eloquent address by Mr. Chas. Bleton, on the prospect of a universal regeneration of Humanity, within the next century, also command our appreciation. A learned exposition of the various theories as to the human voice, closes the number

We are indebted to our indulgent friend, C. B. for his appreciative notice of our Journal, and for the glowing words in which he reminds us of a more fortunate past. * * * We could not but regret our inability to attend the Literary Concourse of 27th March, to which our friends of the *Athenée* were pleased to invite us.

Received : Annual Report of the Superintendent of Schools of the City of Utica, for the school year ending October 1st, 1880. A. McMillan, Superintendent. Utica, N. Y. has 19 public school buildings. Number of Pupils enrolled 5,491, an increase of 246 over the previous year. Population of the city 33,931 ; school population, between 6 and 21 year, 11,812. Expenditures $110,086.36. Cost of tuition per scholar $11.93. Report advocates an industrial school for the reception of children of legal school age, who are neither attending some school, nor engaged in some legal employment, the school to be practically one of *detention* and *restraint* ; the time varying according to the age and offence of the pupil.

Fifty-fifth Annual Report of the School Committee of the city of Lowell, Mass., together with the Seventeenth Annual Report of the Superintendent of Public Schools, including reports of drawing, evening schools and music, for 1880. Charles Morrill, Esq., superintendent.

The Report does not endorse the conclusions of Mr. Richard Grant White that "our public schools are a failure," but admits the truth of many facts from which those conclusions were derived. The schools of Lowell are overcrowded, having seventy or more pupils to the teacher, and in the case of three schools, the number exceeds eighty.

This report contains an interesting discussion concerning near-sightedness among school-children.

"Reliable experiments have shown that, in every one hundred school-children, between the ages of six and seven years, in this country, three are near-sighted. This ratio steadily increases, until at the age of twenty, twenty-six in one hundred are thus affected. In Germany, more than one-half the students, at the age of twenty, are near-sighted. Erisman has shown that, in 4,358 scholars who were in the habit of studying out of regular school-hours:

Of those studying two extra hours, 17 per cent were near-sighted.

Of those studying four extra hours, 29 per cent were near-sighted.

Of those studying six extra hours, 40 per cent were near-sighted.

One of the causes which tend to increase near-sightedness in school-children, is work on minute objects, such as fine print or intricate maps.

Another cause of near-sight is insufficient or dazzling light. This may be due to two causes: In the first place, the windows may be so arranged as not to throw sufficient light into the room, or so as to throw it into the faces of the children Secondly, it may be due to the color or shade of the ceiling or walls.

"To prevent prolonged and excessive study rests with the parents rather than the teacher; but lessons should never be assigned to the younger children—at least, of such length as to render necessary any study outside of school-hours."

Any defect in the arrangement of the light for the school-room should be promptly remedied. This should be looked to in all dwellings and school-houses in our city; for sore or weak eyes cause great discomfort and inconvenience throughout life. The supervision of so important a matter as this, is entrusted alike to parents and teachers.

Kindergarten Normal Department of the Normal and Training School, at Normalville, Cook County, Illinois.

The circular of this Institution promises a thorough professional training in the underlying and vitalizing principles of Froebel's philosophy. It is not the intention of the faculty (say they) to "intersperse here and there a few attractive Kindergarten games," or to separate and scatter promiscuously the gifts and occupations throughout the various training departments for the purpose of displaying "block-building and fancy work," but rather to adhere strictly to the logical law of sequence which determines their significance. The main object will be to "study their *relative value and their influence upon the harmonious development of child-nature.*"

Hon. Dan'l Byrne.

We deeply regret to learn, just before going to press, that this upright citizen has departed this life, at his home in Madison parish. Judge Byrne was long an enterprising denizen of New Orleans; and, in his more recent identification with the parish of Madison, he was pre-eminent in his efforts to promote the welfare of the people, and to disseminate the blessings of education among their children. No more enlightened president of a School Board has been known to us than this cultured and estimable citizen; and no school officer has labored with more zeal and efficiency in the great cause of public education than he whose translation to a brighter world we are now compelled, alas! to chronicle!

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Vol. III. NEW ORLEANS, JUNE, 1881. No. IV.

Legislative Education in Louisiana.

(CONTINUED.)

Up to 1827, the year to which our last sketch was brought, the Legislature had experimented, more or less, in education, fostering colleges and establishing elementary schools, partially free, for the instruction of children, and maintaining both classes of schools with liberal appropriations from the State treasury. The resultant opinion apparently reached was, that an efficient system of public schools of elementary grades was indispensable to the welfare of the commonwealth and to the progress of civilization within the respective parishes.

We now continue, with such data as we have been able to secure, in illustration of the policy of our legislators. It will be seen that, for many years after 1827, a preference for colleges continued to be the rule, and yet that liberal appropriations were made, also, to maintain the system of public schools, with the reforms in administration provided for in the Act of March 14th, 1827.

The Baton Rouge Academy which had been incorporated on the 27th of January, 1820, was, in 1827, entrusted to five trustees, to be elected annually by the police jury. Of this Institution we shall learn more hereafter, as we proceed in this sketch. In 1827, the trustees of the college at Jackson had also been authorized to raise, *by lottery*, $40,000 for a building, a library and apparatus. This plan of raising funds, *by lotteries*, was continued, in 1828, *first*, in the incorporation, on January 29th, of the Covington Academy, whose nine trustees were authorized to raise $25,000; *secondly*, in the establishment, on March 6th, of the Lyceum of St. Charles, with a hope of $20,000 for its support; and *thirdly*, in the incorporation of the Ouachita Academy, March 21st, with an expectation of $25,000, for the promotion of education. Meanwhile, a supplementary act had also been passed in reference to the parish schools, (March 21st, 1828,) requiring the appointment of five administrators, every two years, for the direction of such schools, and instructing the district attorney to summon them and the trustees before the grand jury to make a report, a copy of which the clerk of the court was to send to the Legislature; and (March 25th) the administrators of public schools in Lafourche and Avoyelles, respectively, were authorized to sell their schoolhouses and use the proceeds for the benefit of public education.

In 1829, on February 4th, the Legislature appointed a committee to ascertain what sums of money had been paid by the executors of Julien Poydras to the police jury of Pointe Coupée, as a fund for the education of indigent females in a seminary of learning to be established in the parish; and, on the 16th of March, 1830, the same body appointed five commissioners to receive from said police jury the already paid

interest on J. Poydras' bequest of $20,000, and to purchase a lot and building, or erect a building for the seminary, so as to carry out the benevolent design of Mr. Poydras. It was also provided that the $1800 due by the estate of Ludeling to the public schools, should be placed in the hands of the same commissioners, to aid them in carrying out the bequest.—It has not escaped our attention that the substantial and commodious building, known as the Poydras College, in Pointe Coupée, which we had hoped to see a flourishing Institution, was recently destroyed, alas! by fire.

Early in 1830 (February 17th) the Governor of Louisiana and the mayor of New Orleans were made *ex-officio* members of the Board of Regents of the public schools of New Orleans; from which we infer that those schools were even then beginning to seem valuable and interesting in the eyes of our Solons; and a little later, March 11th, we discover that the Clinton Female Academy was incorporated for the benefit of the children of East Feliciana.

Legislation, in 1831, included acts (January 6th), changing the seat of government to New Orleans; (February 28th) incorporating the college of Jefferson in St. James (wherein religious tests for admission were prohibited); (March 5th) incorporating the college of Franklin, St. Landry; (March 22d) appropriating $5000, for each of four years, to the college of Louisiana, in East Feliciana, to that of Franklin in St. Landry, and that of Jefferson in St. James. The college of Louisiana was required, however, to receive fifteen students *gratis*, to be selected by the Governor from each of the senatorial districts. We are pleased to record, also, an act of grace on the part of the patriotic Legislature of 1831: the purchase, by the State, for $600.00, of 300 copies of Judge Gayarrè's "Historical Essay on Louisiana," to be distributed by the Governor among the administrators of the public school funds. The reading of this interesting essay by the administrators of the public schools was doubtless made the means of enlightening the young people of that day in reference to the history of their native State, and it therefore probably served to prepare the public mind for a warmer appreciation, in after years, of the more comprehensive and valuable "History of Louisiana," by the same distinguished author, which is now, or ought to be, in the library of every Louisianian.

The appropriations made for the support of schools, from 1828 to 1831, were as follows: Paid to several parishes: In 1828, $39,528.96; in 1829, $54,171.50; in 1830, $46,051.29. In 1831, there were appropriated—

To the public schools..	$43,705 07
To the college of Franklin..	5 000.00
To the college of Jefferson.....	5,000.00
	$53,705.07

An increasing interest in the cause of education is evinced in these figures, reflecting honor on the statesmen in charge of the commonwealth; and, as we advance, we shall discover that Louisiana became more and more liberal towards her Institutions of learning, in exact proportion to the increase in her material prosperity.

STUPIDITY.—For of a truth, stupidity is strong, most strong; as the poet Schiller sings, "Against stupidity the very gods fight unvictorious;" there is in it a placid inexhaustibility, a calm, viscous infinitude, which will baffle even the gods, which will say calmly, Try all your lightnings here; see whether I cannot quench them.—*Carlyle's Cromwell.*

The Demand for Teachers.

The "Pioneer of Assumption," in a carefully considered article on the school question--says: "Our great need at this time is a supply of good teachers—and until this desirable event comes to pass we cannot make great progress in the education of the masses."

The published proceedings of School Boards in other Parishes and the demand upon the State Superintendent for a supply of teachers—as appears from the public press—serve to show that from all parts of the State there is the same cry—"Come and help us."

It is a healthful sign that the demand is for *good teachers.* Some people are very slow to learn that it requires a certain amount of natural adaptation—and a certain measure of acquired knowledge to make a *good teacher*—in the same way that talent and knowledge are requisite to make a skilled workman in mechanical arts or professional practice.

The idea that "any body can keep school," and that other pestilent idea that the chief use of school-houses and school funds is to furnish a soft place for some needy relative, or to pension the friends of a political party—are slowly fading away and it is to be hoped will soon be buried out of sight forever.

There is an intensity about the demand for *good teachers* which strikes directly at the heart of the subject, and quietly, but effectually puts aside inferior and irrelevant considerations.

We sincerely hope that the demand will increase in earnestness and volume until it is heard throughout the State, by all men of high or low degree.

There will be no difficulty in meeting the demand when the subject has been generally discussed and is well understood.

When teachers are assured of reasonable compensation for faithful service, of permanent employment during a season sufficiently long to afford support for themselves and their families—and are further assured of that cooperation on the part of parents and directors which is needful for successful work—there will be no lack of well qualified applicants for every vacancy.

It is safe to say that any man, or collection of men in this country, who may desire to employ intelligent labor, will be able to procure it—if sufficient inducements are offered.

The country is full of good teachers and Normal Schools, Universities, and Colleges are making annual contributions to the ranks.

Good teachers meet with very little difficulty in finding employment. It may be necessary, sometimes, to change their fields of labor, but always there is a place waiting for them—somewhere.

People who want skilled labor in any department of industry—must offer inducements by which it can be drawn to them.

Of what use would a Normal School be to the State of Louisiana if all the neighboring country can offer superior inducements for the employment of its graduates—more permanent work, with better wages and a more agreeable social position?

Teachers, as a class, are not accustomed to magnificent treatment. They do not expect to realize handsome fortunes in the discharge of their work. In public schools there is a steady disposition to pull down salaries to an equality with the price of daily labor on the farm, or in the kitchen—while in the most prosperous private institutions there is a very close relation between profit and loss, with a constant liability to have the

balance on the wrong side of the ledger.

Teachers accept their work, some from necessity, some from choice. In either event, they have a right to ask for a recognition of the true value of their services—and for such compensation as shall afford a fair interest on the time, talent, and money invested by them in the way of preparation. In seeking a field for the exercises of their usefulness, they are not supposed to be insensible to the associations which constitute a proper home for themselves and their families.

There should be a good teacher permanently located in every neighborhood and village where a school is needed for the instruction of children. It is the business of the community to see that this is done. The fact, when established, adds to the general comfort and invites new settlers. No sensible man desires to take his family where there is no minister or priest for religious instruction, and where no good physician can be found when disease and possible death invades the household. Why should men, who are prudent in such matters, be content to entrust the intellectual and moral training of their children to every stranger who is willing to teach schools long enough to replenish his carpet-bag preparatory to a fresh start for pastures new?

The sum of the matter is that there is a growing demand in Louisiana for well qualified, competent teachers, whose business is to teach, and who are willing to settle down to the work with a hearty determination that it shall prosper in their hands.

This demand is due to a reviving interest in the subject of public education, and is, also, to be attributed to the fact that the depressed condition of educational affairs, during the past few years, has had a tendency to discourage those who might otherwise have looked to teaching as their life-work—and to drive from the State many professional teachers who are successfully employed elsewhere.

If the demand for good teachers is backed by a determination to give them a fair support, both moral and pecuniary, and to unite with them in an effort to build up schools creditable to the State, the day is not distant when there will be no lack of efficient teachers.

Co-education of the Sexes.

Should girls be admitted as students to the State University, at Baton Rouge?

The question is being discussed by some of the journals of the State—the drift of opinion being apparently in favor of the change.

The subject will be brought, doubtless, to the attention of the Legislature, when convened, next winter, in biennial session, and all present discussion of the question is premature—except in the way of shaping public sentiment.

Is the proposed measure necessary, or even desirable? Is it the result of existing defects, or insufficiency, in the provisions made for the education of girls and young women, or have its advocates been guided by a sentiment which has found expression in other parts of the country? Harvard has its "annex," and other colleges have opened their doors to both sexes, therefore, our State University must do likewise, if we would not be deficient in courtesy to the "fair sex," or luke-warm in evidences of educational progress. The argument may be plausible, but it is not solid. Before we follow the guidance of others in a matter so important, we must be satisfied that the end to be secured is

altogether desirable and that the same, or similar conditions are in favor of the movement.

It is by no means certain that the admission of female students in the colleges and universities established for the education of young men, has been attended with the distinguished success which its advocates claim for the measure. In some cases the measure has been only partially tried and is still experimental. In more than one instance, the results have been unsatisfactory. Under the most favorable circumstances there are serious questions to be considered, sufficiently important to show that the greatest caution and the wisest counsel are needed, and that experiment is liable at any time to a disastrous failure.

It is well to move cautiously in this matter. Our people are accustomed to invest female character with the grace of modesty and retirement. The American idea of home is luminous with the tenderness of woman, where wife and daughter minister at the altar of affection and shine with the accomplishments of quiet, contented, and peaceful lives. Are our daughters to enter upon a new era and become competitors for public honors, or perform the political and professional duties which have hitherto been devolved upon the rougher sex?

Beyond a doubt, girls ought to be well educated—thoroughly instructed in all branches of learning. There are no heights or depths of scholarship within the reach of their brothers, which they may not attain. There are no measures of intellectual expansion in which they have not won imperishable renown. Class competitions, and academic struggles with young men are not essential to a woman's education. There are other and more retired ways by which knowledge may be won. There are "sweet solitudes" and sheltered homes where wisdom may hold converse with her disciples. There are in our cities and towns and scattered throughout the State excellent high schools, academies, seminaries and other institutions, attended entirely and exclusively by girls and young women—where the course of instruction is adapted to their requirements and is both thorough and liberal. There are no complaints—so far as we know, that these schools fail to give as much instruction in Science, Literature and Art as is desired by their students. Nor can it be said that such schools are so crowded with scholars as to create a demand for additional accommodations.

Does the State University offer advantages for the instruction of girls in the essential characteristics of true womanhood—superior to those advantages to be attained in our female colleges?

Are there to be found in the crowds of young men collected together from all parts of the State, a healthier, purer, more invigorating atmosphere for the girl away from home, entrusted in her new social relations to the care of strangers?

Is it necessary for a proper training of intellect and heart that she should be stimulated by ambition to equal, or excel her companions of the other sex in the walks of science?

If these things are necessary then it is high time to close our seminaries and female colleges and place them under a new administration of competent instructors and teachers.

Since the study of Physiology and School Hygiene has been forced upon the public attention, as never before, some very able books have been written to show that the education of our young women should be conducted upon

methods entirely different from those pursued with the opposite sex—and the arguments adduced in support of the position appeal to the common sense and to universal experience. No amount of clamor of the sentimental sort and no glittering generalities about "women's rights," or "woman's intellect" can ever destroy the force of those arguments, though they may succeed, for a time, in blinding the eyes of many to the consequences.

The State University may yet become a grand educational success to which the citizens of Louisiana may turn their admiring gaze, as to a city set on a hill. Its mission is to educate our young men for the learned professions, for honorable callings in public and private affairs—and though it might improve the manners and brighten the class-room, to admit young ladies to its lectures and recitations, yet we think that the old plan is better, safer, and wiser in every way. Better for a young woman to sacrifice something of learning in the classics and philosophy, if the knowledge can only be secured at the expense of that delicacy and refinement which men best love and honor in her sex. Let us have the softened tints and not the glaring colors in our home attractions.

Since writing the above, we find the following observations upon this subject in the National Journal of Education, April 28th, 1881 :

CO-EDUCATION OF THE SEXES.

On this subject we hold with the large majority of wise and experienced teachers. We are of the opinion that young women, especially girls, should prefer to cultivate the acquaintance of gentlemen only while at home and under their mothers' eyes. The school-room of strangers is not the *place* for that part of a girl's education ; and we are disposed to think that during her pupilage the usual vacations, which amount to nearly one-fourth of her time, furnish ample *opportunity*, under parental supervision, for the "mutual influences" to operate, and for all desirable educational results to be accomplished.

But *by co-education* is meant not only the idea of a mixed school for young men and young women, but that also of a common course of study for both sexes, whether pursued by them in the same or in different institutions.

Our own observation and experience confirm what seems to us to be the teaching of educational philosophy : that boys and girls, after the age of ten or twelve, should not only be educated apart, but should be required to pursue courses of study more and more divergent as they advance in years ; that while each should receive the highest degree of culture possible, yet if any discrimination be made at all it should in most cases be made in favor of girls.

We bear in mind the fact that in the family, which is usually referred to as a model, and an apology for mixed academies, the sexes are naturally and properly brought together. But it should be remembered, aiso, that nature is usually very careful to admit into the family those only who are mutually related as brother and sister ; whereas, in these schools of man's device, the student usually consociates with the brothers or sisters of other parties. On account of this absence of natural relationship among the students, and in view of its pretensions, the ordinary mixed school is a satire upon the family ; it lacks the essential feature of its model, and consequently loses the substance of its apology.

In whatever way objections to such schools might be met when the pupils are under the age of twelve, these objections should be allowed to have full force when the students are not little children, but young men and women.—*Prest. Williams, Daughters' College, Harrodsburg, Ky.*

If the best man's faults were written on his forehead, he would draw his hat over his eyes.—*Gray.*

The Peabody Education Fund, Donated to the South during 1880.

It will doubtless interest all friends of popular education to learn something of the noble work accomplished in the Southern States, during 1880, with aid from, and under the influence of, the Peabody Education Fund. For such data as we now present, we are indebted to the report of Mrs. Dr. Fultz, who continued, up to February last, dispensing the beneficence of Mr. Peabody to Institutions which had been called into existence, or encouraged, by the devoted labors of her father, so long the esteemed General Agent of the fund:

VIRGINIA.

This State, the revered mother of commonwealths, received aid to the amount of $6200, in behalf of her school system. During 1880, 89,640 white and 38,764 colored children attended the public schools, which the superintendent reported in a satisfactory condition, and as large a sum as $929,435.12 was devoted to the support of the schools. Teachers' Institutes had been held in every county, once a year, and they had proved very useful to all engaged in them. $3000 of the Peabody fund were used in defraying the expenses of two large six weeks' Institutes, held at the University of Virginia and at Lynchburg. The character and success of these Institutes has already been chronicled in our journal (Oct., 1880). One hundred Peabody medals were also placed in the hands of State Superintendent Ruffuer, for the encouragement of meritorious students.

NORTH CAROLINA.

This State received $1000 aid from the Peabody fund, as an encouragement of her two State Normal Schools. The State Superintendent reports that, at the close of the war, the permanent school fund which had slowly been raised to $2,850,000 was lost; and until 1867, "when the Peabody fund began to carry light and joy to the hearts of thousands," their prospects were gloomy indeed. He zealously and thoughtfully adds, that the "names of George Peabody and Barnas Sears will never be forgotten!"

Two Peabody medals were disbributed to meritorious students through Prof. Alex. McIver, of Greensboro.

SOUTH CAROLINA.

This State received $1000 aid, which was used in defraying the expenses of a Teachers' Institute held at Spartanburg, in the Wofford College buildings. 250 persons were present, and they were thoroughly instructed in schoolwork by Profs. Louis Soldan, principal of State Normal School of St. Louis, and E. S. Joynes, from the University of Tennessee. Both are highly commended for their invaluable services to the cause of education in the State. The Peabody scholarship fund also enabled South Carolina to send eight white pupils to the Normal College at Nashville, Tenn., and ten colored pupils to the Normal Institute at Hampton, Va.

The report of the State Superintendent affirms that great progress has been made in the public school system within twelve months. Better teachers and larger school funds were however needed.

GEORGIA.

This State received $5800 from the Peabody fund, of which $4000 was applied to scholarships in the Nashville Normal College; $1000 to scholarships in Atlanta University; and $800 to meet the expenses of the State Agency. Seventy-five Peabody medals were judici-

ously awarded by Hon. G. I. Orr, State School Commissioner, who has been constantly appealing to the General Assembly for more money for the support of the public schools.

FLORIDA.

This State was awarded $3000 from the Peabody fund for the following purposes:

Ten scholarships in Nashville Normal College	$2,000
State Agency	400
Lincoln Academy and Union Academy, (cold.)	600
	$3,000

The superintendent had reported that "steady progress was made in the public schools."

ALABAMA.

This State (with aid from the Peabody fund) sent six pupils to the Nashville Normal College. She also received fifty Peabody medals, for meritorious students.

MISSISSIPPI.

Teachers' Institutes were held in this State, and, though many obstacles were encountered, they furthered the object aimed at—improvements in the methods of teaching. Prof. John J. Ladd organized and directed the Institutes, in conjunction with the State Supt.; and $1200 from the Peabody fund was contributed as an encouragement of the work.

LOUISIANA.

This State was favored with aid from the Peabody fund to the extent of $3900, of which $3600 were appropriated to the two Peabody Normal Institutes (for 1880–'81); and $300 to the free Guion Academy, at Thibodaux, parish of Lafourche.

In addition to the encomia pronounced upon the mission and work of the two Normal Schools, the parish of Lafourche and the corporation of Thibodaux are commended for the patriotism manifested by them in providing sufficient funds for a graded free school, of ten months' sessions, which has thus been enabled to "impart a solid and liberal education to upwards of 120 children of Thibodaux, conferring a positive benefit on the town itself, to the gratification of all its inhabitants." Expression is also given to the "earnest trust and desire of all friends of education here (in Louisiana), that the honorable Board of Trustees will be pleased to authorize the continuance of aid to the Institutions named in the report, and to such others as may be organized in conformity to its plans."

Louisiana received thirteen Peabody medals, two of which have already been awarded to meritorious pupils of the two City High Schools, and four to professional students in the two Normal Schools, who excelled in general scholarship and in the promise of usefulness as teachers. The remaining medals are to be awarded hereafter in conformity to the instructions of the General Agent.

ARKANSAS.

This State received, from the Peabody fund, $2500 in aid of her Normal work. In connection with Prof. Ladd, the "energetic, efficient and enthusiastic" State Superintendent, held Institutes in many of the remote and more inaccessible parts of the State, and the work therein was "highly instructive and effective."

In 1880, the attendance of children in the public schools of Arkansas reached 125,000, and the sum of $500,000 was expended for school purposes. The policy of holding Teachers' Institutes is productive of incalculable good. It "disarms opposition, accelerates the growth of popular interest, and not only inspires teachers with a nobler concep-

tion of their vocation, but equips them for the discharge of their duties." Such is the conclusive testimony of the honorable State Superintendent, Jas. L. Denton.

Seventy-five Peabody medals were awarded to this State, for distribution by the superintendent.

TENNESSEE.

This State received from the Peabody Fund, $1,900, subdivided as follows:

Congressional Teachers' Institutes,	$1,000
Colored Teachers' Institutes,	300
Jackson City Graded Schools,	600

Twelve Institutes were held by Supt. Trousdale, and a similar number of colored, under direction of Prof. H. S. Bennett of Fisk University.

The Superintendent testifies that "these Institutes, held during the last four years by the liberal aid of the Peabody Fund, have been of great service to the cause of popular education, correcting many prejudices, and giving a sound tone to public sentiment."

Forty Peabody Medals were given to Tennessee, of which twenty-two were duly appropriated. Eighteen remain subject to the direction of the new General Agent.

The Normal College in the University of Nashville, received $9,000 as supplementary aid, from the Peabody Fund. The number of scholarships at this college has lately been extended to *one hundred*, and ninety scholarship students are already in the college, and twenty more applying for admission in October.

The two bronze and seven silver medals awarded this college were highly valued, both by president and students, and great interest was taken in their distribution.

WEST VIRGINIA.

This State received $3000 from the Peabody fund, for holding district Institutes, under the management of the State Superintendent and Prof. John J. Ladd.

Fifty bronze Peabody medals were also sent for competitorship in this State.

TEXAS.

This State received aid, as follows, from the Peabody Education Fund:

Sam. Houston Normal College, at Huntsville, Texas	$9000
Public schools in Houston, 1880–1881	1500

It is explained, *quoad* the public school (not Normal), that "Texas has never before been in a condition to receive the assistance rendered in other States." The general agent had, by his efforts, induced the opening of a free public school in Houston; hence the donation, in compliance with his implied promise.

Normal work, rather than elementary, had become the policy of the trustees and general agent. The towns of Bryan, Palestine, Denison, and Brownsville, were expecting aid from the Peabody fund for their graded free public schools, and the Governor and other prominent persons were advocating the immediate erection of two Normal Colleges (similar to that at Huntsville), proposing to call one "The Peabody Normal College" and the other "The Sears Normal College."

The resolution adopted by the Board of Trustees, February 2d, 1881, in relation to the future appropriation of the Peabody fund, is as follows:

Resolved, That the General Agent be directed, under the advice of the Executive Committee, to apply the income of this trust, until otherwise ordered, as far as may be, in the education of teachers at such Normal Schools as the board or the Executive Committee may select; but the Executive Committee shall have authority to use a sum not exceeding two-fifths of the annual expenditure, in

assisting public schools in States which in their judgment require this aid.

The proceedings also show that the Hon. J. L. M. Curry, of Richmond, Va., was unanimously elected general agent; and on a gentleman so well known, everywhere, as a scholar, statesman, and patriot, the Southern States may now implicitly rely for a wise and judicious administration of the great trust committed to him by the honorable Board of Trustees.

Industrial Schools.

The present is emphatically the time for industrial schools to come to the front. All the industries of the country are being pushed forward with unusual energy From all parts of the country, the demand is heard for skilled mechanics. The *Boston Journal of Commerce* says there has been no time since the exactions of the war from 1861—to 1865 when good workmen were in such demand as at the present. Says the Scientific American—"Only a short time ago the country was swarming with good workmen, excellent mechanics, some of whom were strongly tempted to take to the road as tramps because of their trouble of procuring employment. All this is changed, and if there is any mechanic who believes himself to be a workman and can prove his faith by his work, now is his opportunity."

"It is a matter of frequent, almost daily, surprise to hear the inquiry from manufacturers: "Do you know of any good workmen?' But now as always, it is of little use for a fly-away apprentice or a slouchy workman to apply for work; the demand is for first class *workmen*, not for shop hands or pretenders."

The above probably represents a correct condition of affairs throughout the whole country. We are unable to detect any systematic effort to overcome this deficiency. The streets of our large cities are still filled with idlers, boys and young men standing at the market-places and waiting for the summons of a master. Our public school work needs to be supplemented. We can furnish intelligent lads by the scores for the shop, the counting house and the store. If we cannot supply the present demand —we can make some provisions against the future and to this end we need industrial schools and a revival of the apprentice system. Will not somebody move in this direction?

A public fountain is a great benefit. The jaded animal drinks and is refreshed. The working man stops to listen to the murmur of the water and is gladdened by the glitter and sparkle of the falling drops. The air is cooled, and the whole city finds delight in the tasteful adornment. But men can find neither food nor clothing in public works of art. The opportunities for industry must be enlarged, and an institution, whether established by the State or munificent individual, which is a constant source of supply to meet the demand for vigorous, progressive, intelligent workmen, is the grandest, or among the grandest, of human enterprises, and the most far-reaching in its results. It promotes honesty, industry and contentment. It increases the material resources of the State and makes of the individual a potent factor in all that constitutes the wealth and prosperity of society.

How to make industrial schools practical; how to attract to them the right sort of workers; how to make them remunerative by present encouragements and prospective advancement; these are important questions, but not impossible of solution. So long as there are

young men seeking work; so long as there is a demand for labor, and a premium upon that kind of intelligence which makes industry skillful—so long will there be a want of industrial schools; and no purely literary culture will meet that want except in the way of preparation and as an essential preliminary thereto.

Public Library.

It is a standing reproach to New Orleans, with its population and commercial importance, that it is without a public library which is worthy of the name. There is the City Library which is good, as far as it goes, and which, twenty years ago, was a decided factor in our school and general literary work, but which, in the extent and character of its collection, has fallen behind in the progress of science and literature. The same may be said of the two or three other so-called public libraries in the city. No scholar expects to find in them any valuable material for the discussion of any live question. Professional men do not look to them for authorities to settle any great principle by weight of precedents. The man of letters may find in them much that is profitable for general reading in history, poetry, biography or travel, but he is carried into a region of the past and breathes the atmosphere of a world which no longer exists.

Cannot something be done to improve this condition of things? Is there not wealth, and public spirit, and literary taste sufficient in this great city to give us a library which shall be of public value, and which shall be creditable to an intelligent and properous people?

Cheap literature has done something to change the character of public libraries. Those who read only the lighter sort of fiction can purchase all they want for a small sum of money—and may have no use for a library. But really valuable books, such as are needed for reference, and for study are still expensive and are often beyond the means of those who need or can best use them. We want a library which shall contain all the valuable contributions of science and philosophy, and which will be convenient of access and use at all hours of the day.

The administrators of the University of Louisiana are making an effort to obtain control of the Fisk library and, if successful, will doubtless throw new life into its dry bones. If we cannot have one grand collection, as one of the prominent and attractive features of the city, the next best thing to be done is to infuse vitality into the libraries which have so long slumbered in our midst.

Dr. Curry, the new Secretary of the Peabody Education Fund has gone into his work with so much earnestness as to attract the attention of the whole country. A short time since he made an address in the State House at Austin, Texas,—of which the National Journal of Education speaks as follows. "In breadth of thought, generous appreciation of the great theme, patriotic devotion, and eloquence of expression, it confirmed the wisdom of Dr. Sears in his desire.that Dr. Curry should be his successor. There is no end to the service which can be rendered to the people by the efforts of such a man. We trust that his entrance on this great work will be a signal for a multitude of well known and effective public speakers to follow in his wake and arouse the people."

We are gratified to know that more and more the Journal is becoming a help to many earnest and faithful teachers who find in it's pages useful suggestions for their school-room work. A little freshness infused into the ordinarily dull routine of the class exercise will aid both teacher and scholar.

The National Convention of Teachers, to be held at Atlanta in July next, is regarded with much interest by educators throughout the country. We trust that the occasion will be worthy of the cause. The two hundred and fifty thousand teachers throughout the United States, and the millions of dollars annually expended in the work of instruction, should be ably represented. The work to be done should be of a character to be felt by the whole country. It should be real, earnest, practical work, establishing principles in a clearer light and upon a firmer basis. The platform is sufficiently broad to accommodate all true workers without reference to sectional or party lines. Politicians of every shade and degree of enthusiasm must be content to stand aside while the country speaks through its children and their representatives. The work of public education is moving forward with vigorous strides. No state or community is bold enough to resist its progress. "Press onward" is the battle-cry. We must educate, if we would preserve our liberties and maintain our rank among the nations of the world. How best to do it; how to use means most efficiently and wisely to accomplish the widest and grandest results; how to strengthen the feeble and build up the weak places; how to bring all parts of the country into the general movement; these, and similar questions, are constantly claiming attention, and form proper subjects for discussion in every assembly of teachers. They influence every practical teacher and every schoolroom from the great lakes to the Gulf, from the Atlantic to the Pacific. There are no secrets in education. Improvements, whenever made, become the common property of all who have ability to comprehend and energy to execute them. The teacher works out his individual problem, according to the ability which is in him; but he may profit by the wiser methods and the clearer results of his fellows. A national convention of representative teachers should generalize the most important results of the time and place them in a form to communicate the greatest good to the greatest number.

The New England Journal of Education urges upon the City Fathers of New Orleans, 1st "the generous support of its public schools, including the University." 2nd, "the immediate establishment of training schools of manufacturing industry, to qualify the thousands of intelligent white and colored youths for self-support." It adds that "the inevitable condition of municipal prosperity is a high degree of intelligence, character, and skilled industry in the masses of the people,"—a sentiment justified by the experience of every prosperous city in America.

We appreciate, highly, the compliment paid to our Journal by our Boston friends, in their allusion to it as "the best tract just now for circulation in Louisiana." Our efforts will be directed to making our Journal always acceptable and useful to the friends of education and teachers in this city and State.

George Eliot.

BY ELIZABETH STUART PHELPS.

Her Jury.

A lily rooted in the sacred soil,
Arrayed with those who neither spin nor toil;
Dinah, the preacher, through the purple air,
Forever in her gentle evening prayer
Shall plead for Her,—what ear too deaf to hear?—
"As if she spoke to some one very near."

And he of storied Florence, whose great heart
Broke for its human error; wrapped apart,
And scorching in the swift, prophetic flame
Of passion for late holiness, and shame
Than untried glory grander, gladder, higher,—
Deathless, for Her, he "testifies by fire."

A statue fair and firm on marble feet
Womanhood's woman, Dorothea, sweet
As strength, and strong as tenderness, to make
A "struggle with the dark" for white light's sake,
Immortal stands, unanswered speaks. Shall they
Of Her great hand the moulded, breathing clay,
Her fit, select, and proud survivors be?
Possess the life eternal, and not *She?*

—*Harper's Magazine for May.*

Practical Department.

EXCERPTA FROM THE COURSE OF LECTURES DELIVERED BY PROF. ALEX'R DIMITRY, LL.D., IN 1869–'70, BEFORE THE STUDENTS OF THE PEABODY NORMAL SEMINARY.

IMAGINATION AND MEMORY AS MEANS OF EDUCATING CHILDREN.

Childhood is the period of unregulated fancies and undefined hopes. Hope does not only rest on imagination; it also imparts to it a frequently wholesome energy. In the ministry of teaching, this natural tendency of children to hope should be fostered as a blessing of Nature and a virtue consecrated by the Maker himself, who commends us to Faith, Hope, and Charity. Yet, while stimulating this precious dower of our moral nature, youth must be guarded against the dangers of rash and ambitious hopes; for indulgence in them would inevitably open their imagination to a world of vain and unlimited illusions.

Imagination, which a profound thinker has defined to be "the crazy hussy of the household of the brain," will wildly wander, when left to its own mad freaks. It delights in disorder and actually becomes depraved in one continuous revelry of mischief. The judicious teacher must therefore study to check its every sickly fancy and whim, to moderate its exaggerations, and to protect it against itself. The imagination of pupils should never be invited to any but such pleasures as they may easily and fruitfully relish; to any but such pictures the faithfulness of which may be as easily conceived and realized in their still untutored minds; to any but such models as they may apply to useful purposes with the barest exertions of their still untrained faculties. All the labors and cares of education must tend to one point—the training and fitting of pupils for any condition which may be allotted to them, with contentment and a proper discharge of the duties for which that lot calls.

Besides imagination, which, under proper control, may be converted into a salutary help of education, the young teacher, for her better work, must solicit, stir up, and improve the *memory* of her pupils. Far from neglecting the exercise of this faculty, many and too many teachers almost exclusively limit their labors to this kind of exercise, and, to a great extent, mistake as to the methods of culture which memory requires. Struck by the ease with which some children will repeat the lessons which are assigned to them, such teachers will fancy that those lessons are *known* which are rehearsed in a merely mechanical mode; in other words, *repeating* a lesson is *learning* it. If the mentors of our youth commit so gross an error in education, it is not surprising that pupils fancy that they are instructed when, with the unvarying, unchanging, and unintelligent accuracy of Poll-Parrot, they rehearse their lesson in the exact words of the text-book, and imagine that they have mastered its import and substance! In the earlier periods of school-life, the exercise of memory holds a prominent place in the scheme of instruction, and seems to suggest the easiest and most convenient manner of tuition. Still, those who aspire at the dignity of real educators of the mind, should religiously guard themselves against so serious an intellectual heresy!

But a few words will serve to show the proper use of memory as a means of instruction. Memory in itself is one; but in its applications it is twofold. There are therefore two kinds of memory; one, which is the memory of things; the other, the memory of the signs of things—words and other analogous instruments, which appeal to our powers of remembrance. Of these two kinds of memory, you cannot sever the former from the latter; but the latter can claim no virtue or power except from the value of the former. Teachers too frequently wrong themselves and their work when they confound these two distinct characteristics of memory; and what is still worse is that, in sacrificing the memory of things and of their meaning to the memory of signs which are nothing but words, they sacrifice a great end in the pursuit and use of

merely secondary means.

Glancing at the mechanism of memory, the appliances of which play so controlling a part in the labors of education, we find that the phenomena of this faculty rest upon an admirable law of our nature—a law which the hand of God only could have devised and written down; a law which is the ruler and controller of all the operations of the mind, from the simplest conception to the highest reach; a law which puts in motion what I may call the wheels of the mind, and under which we move and have our intellectual being; a law, without which there could be no yesterday, no to-day, no to-morrow, while every thought, feeling, and aspiration of our complex nature would be as so many loose, separated grains of sand, scattered by the breath of the storm. That law is that of the *association of ideas*, over which memory, as a mistress, holds her dominion and power. Teachers, who now are before me—teachers who are hereafter to be, you have it in your power to shape this sound and lawful alliance of ideas in your pupils' minds, and to direct in useful courses where they have once been formed. Let it then be your main duty to strengthen a faculty which, in your informing hands, can be multiplied into countless instruments of usefulness. Ever bear in mind that those who are your pupils to-day, will require, when they shall have grown up, the exercise of this very faculty which I commend to your serious care. This association of ideas—these links of thought—are not formed by words merely. The thought itself—its nature, its bearing, and its extent—you must take into consideration and weigh in your mind. Everything that we see, hear, smell, taste, touch, experience, and think, is bound in the mind by an unseen, indivisible chain. In that mind, all the ideas which the perception of objects creates, constitute an association of actual facts or of rational existences. Words are mere monitors to our memory. In that relation they supply a useful instrument for real associations in the mind and help to reproduce the image of what we have experienced through the vehicle of the senses. You will, however, labor in vain, when you merely associate words and signs of words, unless you shall, at the same time, associate them with the things themselves, which you mean to represent to your pupils' minds.

TALK WITH TEACHERS.

I.

Now that new schools are being organized throughout the State for the summer session, we venture upon a few suggestions to the inexperienced teachers who may be employed therein.

First of all, you will want to know the names of your scholars. It will be an agreeable surprise to them if after the first day, you are able to call them individually. Some teachers take a week, or even two weeks, to establish this familiar relationship. The sooner it is done the better for both parties.

The first few days are very important. Be calm, cool, watchful. Do not forget that while you are studying the dispositions of your scholars, they are performing the same occupation with you. Do not be betrayed into bad temper, and avoid scolding. The power of governing others is a moral force—and slowly but surely and steadily spreads its influence in all directions Few things are more wonderful in human nature than the simple, quieting power of a self-possessed, self-poised mind, alert and watchful, yet calmly waiting. Try the moral in preference to the physical force. Except in some instances of precocious depravity and inborn crookedness, the scholars have come to work. A few pleasant words, and the assignment of a lesson which is not beyond their capacity, will start their working power and give you breathing time.

Then will begin the important work of classification, upon the forms of which your comfort and success as a teacher will greatly depend. Have as few classes as possible. It is easier and more agreeable to teach a class of ten or fifteen, than a class of two or three. There is a stimulus to the teacher in the variety of minds and a toning-up in the way of preparation. The work of instruction, the true, teaching work is something more than simply to hear a me-

moriter recitation. The explanation which is needed by one scholar may be made useful to the whole class. Scholars wisely directed in their class work may be made to help each other, and a great deal of unnecessary labor may be avoided by a classification sufficiently close to bring together in one division those who are equally well prepared, and large enough to embrace all such as can profitably engage in the same occupation.

A graded school is easier to manage than an ungraded one. In cities, graded schools are conveniently arranged, with eight divisions, corresponding to eight years of average school life—from six to fourteen years. Some school directors prefer a larger, others a smaller number of divisions. A school of thirty-five or forty scholars, with two teachers, should have at least four classes, if possible, not more than six. Any increase above the latter number will exceed the ability of the teacher, properly to instruct during ordinary school hours. Read one of the many text books on graded schools—if accessible, if not go ahead for yourself on the simple principle of class instruction, with distinct limits to the attainment and requirements of each class.

Much has been said upon the superior advantages of instructing each individual scholar, developing the native talent of each, and the like. Undoubtedly a bright scholar may be made to advance more rapidly in the acquisition of special branches of instruction if working alone; but what is gained in one direction may be lost in another, and the friction of suitable companionship is healthful and inspiriting. A careful teacher, also, while guiding the progress of a class, will study the wants of each member, and so direct the work of instruction, that all may be profited thereby.

Form your classes carefully. It is important that there should be few changes; but it is more important that the progress of a scholar should not be sacrificed for the sake of school-machinery. As soon as it has become evident that a mistake has been made in the classification of any pupil, the error should be promptly rectified by a new assignment.

The classes having been formed, and the curriculum so arranged that seasons of preparation alternate with times of recitation, let the order of exercises be punctually observed. The scholars should know what is required of them and when it is due. Lessons of order and regularity are important and are the natural results of practical school-work.

In the duty of instruction, be systematic and thorough from the start. Cultivate the understanding and not simply the memory of your scholars.

Have a good black-board, if possible. If you have more than one, consider yourself fortunate. If this indispensable article of furniture is wanting, give your school directors no peace of conscience until you are supplied. No mechanic can be required to work without tools; nor can a teacher be expected to perform satisfactory labor without such apparatus as will be needed in the exercise of skill and industry. When your black-boards have been properly arranged, with reference to the light and convenience of the school, see that they are constantly used. One of the most satisfactory ways of determining whether a pupil is master of a word or fact, is shown in the ability to write it upon the black-board.

EDUCATION OF THE FEEBLE-MINDED.

Eighth Biennial Report of the Trustees, Superintendent and Treasurer of the Illinois Asylum for Feeble-Minded Children at Lincoln, October 1880, is a very interesting document of 70 pages showing the provision made in Illinois for the care of feeble-minded pupils and the result of the experiments made for their improvement in understanding and morals. The number of pupils in average daily attendance during the school year was 286—average age of the pupils 14 years, 8 months, and 8 days. Of these 154 were males and 142 females.

"The legal term insanity covers both insanity proper and idiocy, and so, in one sense, a legal sense, an idiot cannot become insane, because he is, in a general sense, insane. But the majority of idiots are not insane, in the ordinary sense of the term. Their mental faculties are imperfectly developed, but they have no delusions or insane impulses."

Means of restraint or isolation are not provided in an asylum for feeble-minded children.

The report recommends that epileptics should not be admitted to the same building with idiots or insane persons, because epilepsy is an incurable disease, because the effort to develop a capacity for usefulness in epileptics has proven a failure wherever tried—while their presence has a prejudicial effect upon persons with whom they are associated.

Since the original organization of the school in Jacksonville in 1865, 318 pupils have been discharged and among the causes mentioned are the following:

To attend common school, 3; on account of deformity, 4; transferred to Deaf and Dumb Asylum, 4; eloped, 4; insanity, 10; epileptic, 18; ill health, 15; improved, 99; able to work, to read, write, etc., 78. Notwithstanding the improvement in the case of those discharged, the report says that "it will never be possible for feeble-minded persons to be developed to a point where they can be sent out into the world to compete in life with persons of intellectual capacity. Persons of this class must always be under guardianship."

For the continued care of this class of persons, it is recommended that a large farm, averaging about one acre to each pupil, should be purchased—as has been done for a similar object, by the State of Ohio, New York and others.

Agricultural labor is shown to be the best adapted to this class of children, by the experience and testimony of the officers of the large and long established institutions in this and other countries. Trades, when acquired, necessitate for those who follow them, a residence in cities, towns or villages, subjecting this class of persons, who are easily influenced, to great temptations, and prevent the development and continuance of industrious habits.

It is interesting to notice the course of instruction adopted for this class of persons.

"Teachers and pupils engage in devotional exercises each morning at the opening of school, when all are assembled in the chapel, by repeating the Lord's prayer, and other prayers, in concert, and in singing secular songs.

Two hours are devoted on the Sabbath to religious and bible-class exercises,—one in the forenoon and one in the afternoon,—and to instruction in moral and religious matters, adapted to the comprehension of the respective classes of pupils, and to singing the familiar songs of other Sabbath schools.

Reading is taught at first by the word method. Printed, single words are used with beginners, who are afterwards promoted to readers; and the first, second, third and fourth readers are now used in our school-rooms.

In geography, outline maps of the world, United States and Europe, and pictorial maps, have thus far only been used. It is the aim to instruct the pupils thoroughly in geography, and very commendable progress has been made in this study.

In numbers pupils are taught to count, are instructed in notation, addition, subtraction, multiplication and division—are thoroughly drilled in the elementary principles of arithmetic.

In drawing, pupils are first taught upon the blackboard and slates to imitate straight lines and simple figures. Afterwards, Krusi's synthetic series of drawing-books are employed, and many of these books can be exhibited which show that the pupils have acquired a good degree of accuracy in imitation.

Several of the pupils have made remarkable proficiency in drawing, indicating that the talent for drawing is possessed frequently by those who are very backward in their mental development in other directions.

In writing, pupils are exercised upon the blackboard in making lines, letters, words and sentences, until the eye is trained in imitation, and the hand is accustomed to the chalk-crayon, when they are given pencils and pens, with copies in writing-books graduated to their capabilities.

A very commendable progress has been made in penmanship and composition.

The female pupils are taught darning, plain sewing and embroidery for two hours each day, in the afternoon. Beautiful specimens of their handiwork are on exhibition at the asylum, and many

have been carried away by visitors.

In the same room, and at the same hours, with scroll-saws, several boys have been taught to saw out pictures and other puzzles for use in the school-rooms with the other classes.

A special class in vocal music are under instruction each day in the chapel, for an hour, in order that they may aid the other pupils in learning new tunes.

Visitors often express surprise upon hearing the pupils sing, for they seem to enjoy it heartily, and some very low cases of idiocy learn tunes; and those who do not talk, in many instances, in singing, articulate words and syllables, which they have learned in the effort to sing with the other pupils."

POPULAR NAMES OF STATES.

Arkansas—Bear.
California—Golden.
Colorado—Centennial.
Connecticut—Nutmeg or Free Stone.
Delaware—Blue Hen or Diamond.
Florida—Peninsula.
Georgia—Empire of the South.
Illinois—Sucker or Prairie.
Indiana—Hoosier.
Iowa—Hawkeye.
Kansas—Jayhawker or Garden of the West.
Kentucky—Blue Grass or Dark and Bloody Ground.
Louisiana—Creole.
Maine—Lumber or Pine Tree.
Massachusetts—Bay.
Michigan—Wolverine.
Minnesota—Gopher or North Star.
Mississippi—Bayou.
New Hampshire—Granite.
New York—Empire or Excelsior.
North Carolina—Old North or Turpentine.
Ohio—Buckeye.
Pennsylvania—Keystone.
Rhode Island—Little Rhoda or Rhody.
South Carolina—Palmetto.
Tennessee—Big Bend.
Texas—Lone Star.
Vermont—Green Mountain.
Virginia—Old Virginia or Mother.
West Virginia—Pan-handle.
Wisconsin—Badger.

RECITATIONS.

Recitations, as formerly conducted, have now gone quite out of vogue in many of the more advanced schools. In the late report of President Elliot, of Hartford, he states that the recitation considered as an opportunity of examining a student to see whether he has learned the lesson of the day and to give him a mark of merit or demerit, has well-nigh disappeared from that college. It has become for the teacher an opportunity to give conversational instruction by asking questions, addressed either to an individual or to a class, with a view to correct misapprehensions and to bring out the main points of the subject clear of the details, by explaining the author in hand, or by contravening, re-enforcing, or illustrating his statements; for the student it has become an opportunity to ask questions, to receive, either in a critical or in a docile spirit, the explanations and opinions of the instructor; to review the lesson or re-examine the subject of the day, and to test occasionally his own power of translating, of stating a proposition, a case, an argument, or a demonstration, of narrating a series of events, or of describing a plan, an animal, a disease, a person, or an institution.

POISONED BY A PENCIL.

Samuel Clarke, of Vassalborough, has been in the habit of carrying a copying pencil in his coat pocket. One day last week Mr. Clarke came to Augusta and while in the city he purchased some troches for a cold, which he put loose in the pocket, where they were coming constantly in contact with the lead of the pencil. While returning to Vassalborough on the cars he felt a tickling in his throat, and to allay the irritation partook of several troches. His tongue at once began to swell and turn black, and by the time he arrived home he was deadly sick. A physician was summoned who promptly administered antidotes for the poison. It is said that a piece of the lead of one of these pencils, half the size of a pea will cause the death of a robust man.—*Kennebec (Me.) Journal.*

The Louisiana Journal of Education

Devoted to the Interests of Education, Public and Private, At Home and Abroad.

EDITORS AND PROPRIETORS,
ROBT. M. LUSHER, WILLIAM O. ROGERS
NEW ORLEANS, LOUISIANA.

TERMS:
Annual subscription, 10 numbers, $1 00 in Advance.

Single copies, 15 cents.

ADVERTISING RATES.

Space.	1 Mo.	2 Mos.	3 Mos.	6 Mos. 5 Nos.	1 Year 10 Nos.
One page,	$15 00	$25 00	$35 00	$50 00	$80 00
Half page,	10 00	15 00	25 00	35 00	50 00
Quarter page,	6 00	10 00	15 00	25 00	35 00
Eighth page.	4 00	6 00	10 00	15 00	25 00

All subscriptions, business letters, and other communications, should be addressed to the LOUISIANA JOURNAL OF EDUCATION, Box 1609, New Orleans Post Office.

Educational Intelligence.

We are indebted to Dr. Stanford E. Chaille for a copy of his very interesting and valuable paper on The Vital Statistics of New Orleans as taught by the U. S. census of 1880, from which we make the following extracts.

Population of the present limits of New Orleans:

Communities.	1850	1860	1870	1880
City of N. O. } Orleans	116,375	168,675	191,418	216,143
Algiers, } Parish	3,085	5,816	.....	.....
Lafayette	14,190	.....	.....	.....
Jefferson City	.....	5.107	.....	.....
Carrollton	1,470	1,756	6,495	.....
Total population of the present area of New Orleans,	135,120	181,354	197,913	216,143

New Orleans has an excess of 14,263 females; of these, there were 7009 white females in excess of white males, and 7254 colored females in excess of colored males; the latter being, in proportion to population, an excess three times greater than in the white population.

Population of school-children, 6 to 18 years, in New Orleans in 1880.

	Males.	Females.	Total.
Native white	20,309	21,732	42,041
Foreign white	483	594	1,077
Colored	6,363	7,314	13,707
Total	27,155	29,670	56,825

Pupils enrolled in the public schools of New Orleans in 1880.

Males	12,672	Whites	18,925
Females	12,716	Colored	6,463
Totals	25,388		25,388

Number of pupils in 1880 at the ages specified.

Bet. 6 and 8 years of age	6,347	25 per ct.
" 8 " 10 "	7,616	30 "
" 10 " 12 "	5,078	20 "
" 12 " 14 "	3,808	15 "
" 14 " 18 "	2,539	10 "
Total	25,388	or 100 per ct.

NEW ORLEANS PUBLIC SCHOOLS.

REPORT FOR APRIL, 1881.

Admitted and re-admitted	999
Left	1,246
Now on roll	17,604
Average attendance	15,114
Average daily roll	17,574
Annual Register	20,204

BOARD OF SCHOOL DIRECTORS.

The following are the names of the members of the City School Board:

Appointed by the State, R. H. Bartley, S. S. Carlisle, Jos. Collins, Eug. Desdunes, Pierre Lanaux, Wm. F. Mellen, J. J. O'Brien, F. Stringer.

Appointed by the City. Leon Bertoli, D. F. Brossnan, H. C. Castellanos, Rev J. K. Gutheim, Thos. H. Handy, I. H. Hollingsworth, F. McElroy, J. P. Maurer, M. McNamara, T. McNeill, P. W. Pettus, Judge W. H. Rogers.

Nine of the gentlemen named were members of the last Board—viz. Messrs Bartley, Collins, Desdunes, Lanaux, O'Brien, Rev. Mr. Gutheim, Handy, McElroy, McNeill.

The new City School Board held its first regular meeting on Wednesday, May 4th.

Judge H. C. Castellanos was called to the chair as temporary chairman. The credentials of the members were read by the Secretary, and the Board proceeded to a permanent organization.

Col. Collins nominated as President of the Board, Judge W. H. Rogers, and he was elected by acclamation.

Mr. Leon Bertoli nominated Mr. J. J. O'Brien for the position of Secretary and he was elected by acclamation.

Mr. T. O'Neil nominated Wm. O. Rogers as Chief Superintendent of the City Public Schools. On motion, he was elected.

On motion of Mr. Handy, the position of Vice-President was created. Rev. J. K. Gutheim was elected to the office.

On motion of Mr. Castellanos, the rules and regulations of the old Board and the rules of organization and government of the public schools, were adopted.

The Sumner school was closed for two weeks, owing to the existence of scarletina in the family of the portress. After disappearance of the disease, the building was fumigated, and school recommenced 3rd of May.

A petition from citizens of the 14th ward, 6th district, asking for the opening of a new school in that ward, was reported upon unfavorably by the committee on teachers—owing to insufficiency of funds.

Miss M. L. Points, third assistant Barracks School, was granted leave of absence during April.

Miss R. E. Brennan, third assistant McDonogh No. 1, resigned, to take effect from April 18th. Miss Mulligan was transferred from McDonogh No. 4, to the vacancy. Miss M. E. Nicholls sent from the Claiborne School to McDonogh No. 4. Miss Annie Kerwin assigned to vacancy in Claiborne.

Miss R. T. Murphy was temporarily assigned as supernumerary to Short Street School—relieving Miss Dart, in the over-crowded primary department.

The following supernumeraries were appointed:

iss K. Hughes to Barracks School; Miss E. Prados to Barracks; Miss I. Gaschen to Fillmore; Miss M. A. Reid to Jackson Boys; Miss Mallam to McDonogh No. 1; Miss Bella Ryan to Jefferson No. 1.

The Committee on Text-books states that in pursuance of the action of the State Board at its meeting held April 12th, no changes are required to be made in the Text-books now in use in the City Schools.

The committee enclosed the report to the State Board in which it recommended that no change be made at present—and representing the confusion which such a change would create in the schools.

Communicatio was received from Mrs. Dicks, protesting against the salary paid her. The protest was referred to a special committee of five to be appointed at next meeting of the Board.

The chair announced the following visiting committees for May.

1st District—Messrs. Gutheim, O'Neil and Pettis.

2nd District—Messrs. Brosnan, McElroy and Desdunes.

3rd District—Messrs. Bertoli, Castellanos and Maurer.

4th District Messrs. Mellon, Stringer and McNamara.

5th District — Messrs. Handy and Lanaux.

6th District — Messrs. Carlisle and Collins.

7th District—Messrs Hollingsworth and Bartley.

A special committee of three on Textbooks was appointed on motion of Mr. Bartley.

Board adjourned until June.

STANDING COMMITTEES OF CITY SCHOOL BOARD.

Teachers—

Rev. J. K. Gutheim, W. F. Mellen, T. O'Neil, Eugene Desdunes, S. S. Carlisle.

Finance—

Jos. Collins, F. Stringer, Thos. H. Handy.

Text-Books—

S. S. Carlisle, D. M. Brosnan, P. W. Pettis.

Special Branches—

H. C. Castellanos, L. H. Hollingsworth, Rev. J. K. Gutheim.

Rules and Discipline—

Thos. H. Handy, F. Stringer, Robt. H. Bartley.

School-Houses—
Robt. H. Bartley, Leon Bertoli, Frank McElroy.
Furniture—
T. O'Neil, John P. Maurer, M. McNamara.
Purchases and Supplies—
P. Lanaux, P. W. Pettis, L. H. Hollingsworth.
Academic and Normal Schools—
W. F. Mellen, H. C. Castellanos, D. M. Brosnan.

PAYMENT OF TEACHERS.

Teachers have been paid for 1881 to May 1st; and there is money enough in the treasury to pay May and June salaries as soon as due.

One-half of November, 1880, was paid on Satuday, 14th May, leaving unpaid the half-month of November and the whole of December of that year.

The collections for 1880 have been as follows, to May 15th:

From the city	$183,129.86
From the State, on account of one mill tax	26,376.15
Poll-tax	9,337.70
Total	$218,843.71

The amounts which may be looked for from city and State on a further collection of taxes, will be sufficient to pay salaries in full for 1880.

A special school exhibition was given by the pupils of McDonogh No. 5, on Friday afternoon, April 29th. The exercises were very creditable to teacher and pupils. The occasion was designed to accomplish two objects—first, to please the children and increase their school attachments; secondly, to bring together as many of the parents as possible, and then sieze the opportunity to urge upon them the importance of aiding the teachers' efforts to secure prompt and regular attendance and more attention to school duties on the part of their children. The number of pupils in our colored schools has declined for the last two years, and it is thought that the fact is due to the indifference of the parents upon the subject of education. It has become evident that the teachers must work upon the parents as well as upon the scholars if they would keep their classes together. There was a very good attendance of parents, and, after the exercises of the school, the subject was presented for their consideration by the Superintendent.

GIRLS' HIGH SCHOOL.

The young ladies of this Institution, in lieu of their annual pic-nic, gave a reception at their school house, on Friday evening, May 13th, between three and seven o'clock. The occasion was a very enjoyable one, and the young ladies manifested a kindly interest in promoting the pleasure of their guests. The accomplished Principal of the school and her assistants directed the entertainment. It would be difficult to imagine a school festival more complete in all its appointments, or marked with better taste in the order of arrangement.

The young gentlemen of Academic Department No. 1 gave their annual picnic at Oakland Park, on Friday, May 20th. The Committee of Arrangements was composed of F. A. Weber, chairman, and Messrs. W. J. Vizard, A. Wunderlich, S. Moore, W. D. Gardiner, E. T. Kirkpatrick. The day was fine and greatly enjoyed. The gathering was even larger than usual.

The picnic spirit in the schools is gradually dying out, year after year becoming perceptibly fainter. The difficulties connected with the proper management and enjoyment of the occasion are very great. The responsibility thrown upon the teachers is serious enough to make the day anything but one of recreation to them. The school-work is disturbed by a number of picnics, on different days, by neighboring schools.

A boy some twelve years of age, pupil in one of our public schools, is struggling against greater obstacles than fall to the lot of most lads—even in this city of diversified human experience. When only an infant, he lost his father, and four years ago his mother died. He is without brother, sister or known living

relative. He earns his daily bread and lodging, and a small sum sufficient to buy his clothing, by work which requires his constant attention every night, commencing at six o'clock in the evening and lasting until the same hour next morning. This work is done alone. What sleep he can secure is gained after school and before the hour for work. His supply of books is scant enough, but he is patient and anxious to learn, and though conscious of the loneliness of his condition, is making a brave fight against adversity. He will, under a guiding Providence, pull through, though a word of encouragement and a friendly hand cannot come amiss.

On a Monday morning, of last month, the Principal and some of the assistants in one of the large schools of the Fourth District, were surprised, on entering their respective rooms, to find that a change had come over the face of things. The teachers' desks had been newly varnished, the platforms covered with fresh matting and the walls adorned with engravings and chromos. All this had been done on the previous Saturday, by the pupils who held a private session for the purpose. There was no "blue Monday" when the results were made known.

CLAIBORNE PARISH.

J. H. Chappel, Secretary of the Parish Board of School Directors, advertises in the Claiborne Guardian that he will hold examinations of Teachers at Himer, on the 28th and 29th instant, at the Court House, and on the 30th instant, at the Masonic Female Institute, and at Arizona on the 3rd and 4th days of May.

"The Board desires to employ teachers for every ward in the Parish. Favorable consideration will be given to the expressed wishes of local communities, and those teachers will be preferred whose avocation is *to teach*, and whose patrons have contracted to pay salaries additional to those paid by the Board, the object being to organize not more but better schools."

The Guardian Sentinel publishes a very sensible article signed J. H. W.—to show that winter schools are better than summer schools, and some sound articles are adduced in proof of the position. We do not understand how there can be any discussion of so plain a question. Until our climate is changed, we are of the opinion that winter is our season for work and the hot summer months our time for rest and recreation —both for teacher and scholar.

PARISH OF EAST FELICIANA.

CENTENARY COLLEGE, AT JACKSON.

We are indebted to the Rev. C. G. Andrews, president, for a copy of the programme of the commencement exercises of this far-famed college, which will continue from May 29th to about noon on the 1st June, 1881.

These exercises include the annual sermon, on Sunday, 29th, by Rev. W. V. Tudor, of St. Louis; on Monday, 30th, the exhibition of the Preparatory Department; the delivery of the Union Society's pins and diplomas; and the Competitive Examination for the best scholarship in Greek, for gold medals offered by Prof. W. H. N. Magruder; on Tuesday, 31st, speeches by the graduates; a meeting of the Alumni; an address by Rev. E. H. Mounger, of Hinds county, Mi.; the reading of a poem by E. G. Miller, of Pennsylvania; exhibitions of the literary societies; contest for the T. Sambola Jones prize medal, and also for the Linns Parker prize medal, and an address to the societies by some orator of distinction not yet named. On Wednesday, June 1st, there will be speeches by the graduates, and another delivery of society pins and diplomas; and at 11 a. m. the commencement exercises proper will begin with orations by the graduating class, followed by the conferring of degrees and the delivering of diplomas, and be closed with a Baccalaureate address by the distinguished president.

Such exercises as these always have attracted and they doubtless will, at the approaching commencement, attract large crowds of cultured and enlight-

ened citizens of East Feliciana, who feel a legitimate pride in the success of this venerable Alma Mater of so many eminently useful citizens of Louisiana. We cannot but regret our inability to witness the exercises, which promise so rich a "feast of reason" to all friends and promoters of a liberal system of popular education.

CINCINNATI, OHIO.

Fifty-first Annual Report for the school year ending August 31st, 1880. J. W. Wunderhill, President of Board of Trustees. John B. Peaslee, Superintendent of schools.

This is an exhaustive report of the Cincinnatti Common Schools. Expenditures for the year, $687,193 71. Population of the city, according to United States census of 1880, 255,000. Tax duplicate, $170,000,000. Tax levied for school purposes 3.2 mills on the dollar. Number of school buildings in use 54. Number of square feet of floor to each pupil 15.4. Number of cubic feet of space to each pupil 221. Value of school property $2,000,000. Number teachers employed, 661. Males, 128; females 533. Total number of pupils enrolled in the public schools, 35,750. Average attendance—whites 25,842, colored 995. Total, 26,837. The average tuitionary cost per pupil, estimated on the whole number enrolled was 14.60, on the average number in attendance, 18.03.

SCHOOL FURNITURE WANTED.

Parties having for sale cheap, for cash, a dozen, or a dozen and a half of second hand double desks, iron mountings, suitable for pupils between 9 and 15 years of age, will please address Prof. C. W. Crossley, Beechwood Academy—Tangipahoa, La., P. O.

NEW YORK CITY.

From Annual Report of the City Superintendent of Schools to the Board of Education of the City of New York—for the year ending December 31, 1880. *Jno. Jasper, Superintendent.*

There are 297 schools under charge of the Board of Education of the City of New York—classified as follows:

Normal College and Training Department.	2
Grammar Schools for Males	46
Grammar Schools for Females	45
Grammar Schools for both sexes	12
Primary Departments of Grammar Schools.	67
Primary Schools, (Separate)	46
Colored Schools	4
Corporate Schools—(Industrial Schools,	
Reformatories, Orphan Asylums Etc.)	48
Evening Schools	26
Nautical School—(on board the Ship St. Mary's	1
Total,	297

The average attendance of pupils in all the schools under charge of the Board of Education was 132,869—and the average attendance in the Grammar and Primary Schools was 113,198—whole number enrolled 177,611. We make the following excerpts from the report. "The Nautical School on Board the School-Ship St. Mary's continues very creditably to do the work for the accomplishment of which the school was established. On the the 13th of April the annual examination was held. The number of pupils belonging to the school at that time was 97. The graduating class of 34 pupils, divided into two sections of 17 each, was examined in Grammar, Geography, Spelling and Arithmetic, with generally excellent results. The character of the instruction given, the efficient discipline. the general supervision by the commander, the sanitary condition. and the alacrity and cheerful spirit with which the pupils performed their various duties, were all deserving of high praise.

But much remains to be done in order to secure intelligent and persistent effort on the part of all our teachers to reduce the most evident and extensive deficiency in the practical results of school work. As the simplest, most direct and most obvious means of making these corrections efficient, it has been again and again recommended that each teacher shall keep a simple notebook of important errors as they arise in the class."

ROMAN EDUCATION, BY W. H. VENABLE.

Mommsen, our best authority on Roman education, draws a vivid contrast between the Grecian character and

the Roman, showing the former eager to promote individual freedom, and the latter resolute to repress it. The historian says that the Roman judgment "deemed every one a bad citizen who wished to be different from his fellows." What culture was to Athens, law was to Rome. Hence the supremacy of civil power, in Rome, the subordination of people to potentate, and of family to father. The Roman husband was absolute monarch over wife and child, yet wife and child felt no degradation since they regarded their subjection as inevitably fixed by the just ruling of the gods. How rigid the fabric of Roman society! It was like a coat of mail—cold, hard and inflexible, except at a very few joints.

Rights, duties, obligations, being sharply defined—the purpose of life being clearly recognized as service to the State directed by law, education must force every child into the path prescribed for him. The training of Roman youth in early times, was the making of Romans, not the development of men. The Roman must fight, therefore his body was inured to hardship. His physical exercises were useful rather than graceful. The Roman must obey. The oldest Roman schoolbook was the Twelve Tables. This was committed to memory by every boy. The Roman must speak in public. Correct and forcible delivery was taught in every school. There were many treatises on oratory.

There is no series of events in history more interesting or more profitable to the student of educational philosophy, than that embracing the intellectual relations of Rome with Greece. Every youth in the high school knows that Greece conquered her conquerors by the might of culture. Who can resist fate! The Romans at first feared and hated Grecian ideas. They dreaded education, regarding it as a "disequalizer" of men. Cato, the censor, moved in the Roman senate to dismiss certain Greek ambassadors who "tooke occasion," Milton says, "to give the city a tast of their Philosophy." But Cato himself was induced to study Greek in his old age. The conquerors were conquered indeed. However no force was destroyed. The wave of Roman civilization combined with that of Grecian, and the cumulated mass rolled on.

Each nation has a predominant genius. The wealth of Rome was law and order. The riches of Athens was culture. Modern nations live on the interest of the two vast funds consolidated.

Athens elaborated noble systems of education. Socrates, Plato, Aristotle, created pedagogics for Europe. The Roman mind could not improve the theories which Grecian philosophy had devised. We have no eminent Latin authorities on the principles of education. At the time of Varro the Greek system of schooling prevailed in Italy. Cicero wrote on education, but Cicero's education was Grecian.

Livius Andronicus translated the Odyssey into Latin (207 B. C.) and this was used as a text-book Greek schoolmasters flocked to Rome. Many were bought as slaves. A specially elegant article of Athenian pedagogue brought as high as 200,000 sesterces, or about $10,000, which is perhaps not much below the value of a modern "gerund-grinder." It became a custom for Roman youth to go to different cities to pursue special studies, as modern students go to Paris or Berlin. Rhodes was famous for its schools of Rhetoric, Athens for Philosophy, and Alexandria for Science.

The technical studies of the Roman school at the time of Varro, were grammar, logic, rhetoric, geometry, arithmetic, astronomy, music, medicine, and architecture.

The so-called "seven liberal arts" were grammar, rhetoric, philosophy, geometry, arithmetic, astronomy, and music. These became the established curriculum. They held their place, as the essentials of a finished training, for hundreds of years—in fact, through the middle ages. Indeed they are still included as organic to every course of study.

The sixteen Southern States now contain a school population of 5,214,004. There are enrolled in the public schools 2,773,822 children. The average amount paid teachers is $64,54 for males, and 31,01 for females, the highest sal-

aries being paid in Arkansas. The total income of the schools is $13,718,606, Missouri being in the lead, with Maryland and Kentucky following. As compared with 1867, the showing is very favorable, all of the sixteen States, with three exceptions, showing an increase in the enrollement of scholars, the number of schools and teachers and the amount expended in public education. In respect to improvement, Texas makes the best showing. Missouri also makes a very favorable showing.

GEORGIA.—We have heard of a case of kind treatment of a teacher, which ought to be recorded. A lady who had long been in the Savannah public schools resigned her situation because a throat-complaint rendered it advisable for her to spend six months in Florida. When the cause was known to the Board of Education she was requested to retain her position, and informed that a substitute would be paid, and the salary continued to herself for six months. At the expiration of that time she felt that it would be well for her to have another six month's rest, and again offered to resign, when she was told that she would again be paid while on furlough. It is certainly a rare and refreshing instance of generous appreciation.

The Hartford Theological School is to have a large archæological museum. The projectors hope to secure as a nucleus the fine collection of Dr. Selah Merrill, who recently lectured at the seminary on the giant cities of Bashan. Dr. Merrill has spent a number of years in explorations among the old cities east of the Jordan, and his collection is of exceptional fullness and importance. Much is expected from the labors of the graduates of the school who are now serving in foreign mission fields, and the museum will be particularly strong in Biblical archæology. The collection will be kept in a room which now contains a large model of Jerusalem.

BOSTON.—The teachers of Boston have secured Professor G. Stanley Hall, lecturer on Pedagogy at Harvard University, to give a course of twelve lectures on Saturday morning. The course began Jan. 29. The titles are as follows: 1. The Kindergarten; 2. Religious training and instruction; 3. Reading, writing and drawing (elements of); 4. Arithmetic and the rudiments of higher mathematics; 5. Geography and history; 6. Modern languages; 7. Ancient languages. The German gymnasium; 8. Science. The German real-schule; 9. Physical culture, including singing, sewing, embroidery, etc.; 10. Teachers and normal schools; 11. School organization and legislation; 12. Educational history, theories and literature.

The price of this course is two dollars, and a good number attend it.—*N. Y. School Journal.*

KIND WORDS.

A correspondent writes from Bryan, Texas.

The Louisiana Journal of Education is promptly received by me, and, as its matter is both instructive and interesting, I look forward every month with pleasure to its reception.

Another teacher writes: "I could not well do without your valuable Journal."

Our warmest thanks are tendered to the editors of the Marksville Review for very kindly notice in the Edition of May 14th.

Thanks, also, to the editor of the Donaldsonville Chief for kindly reference to the recent action of the City School Board in the election of Superintendent of the City Schools.

Those of our readers who are looking out for some quiet retreat, in a cooler climate, where they may recuperate from the exhausting labors of our working season, will do well to read the advertisement, in this number of the Journal, of the hotel at Northport, Mich. The place is said to be a beautiful one overlooking some of the finest scenery in northern Michigan. Opportunities for recreation such as fishing and boating are numerous and furnished free of charge to the guests of the hotel. The terms are very moderate. We think that we are rendering service to teachers by drawing attention to this matter.

BOOK NOTICES.

"EDUCATION REVIEW," *an international Magazine, bi-monthly, devoted to Science, Art, Philosophy, Literature, and Education.*

No. V., Vol. I., for May–June, 1881, of this ably-conducted publication, for which we are indebted to its courteous conductor, Thos. W. Bicknell, Esq., contains, as its frontispiece, a beautiful steel engraving of the winningly benevolent countenance of Rev. James Manning, first president of Brown University. A very interesting review of the life and labors of this eminent patriot and educator also appears in the Review.

This number is also replete with sound views on various questions in education, as shown by the Table of Contents, including I. "National Aid to Education," by Hon. J. W. Patterson, LL.D.; II. "Educational Principles of the Kindergarten," by Miss E. Shirreff, London; III. "Collegiate Education of Girls," by Prof. Maria Mitchell; IV. "Graphic Science," by S. Edward Warren, C. E.; V. "Common Sense in Classics," by E. R. Humphreys, LL.D.; VI. "Public School System," by Geo. Hicks, Jamaica; VII. "Eastern Colleges for Women," by John Tetlow, A. M.; VIII. "Relation of Public Schools to Morality and Religion," by J. L. Pickard, LL.D., President of Iowa University; IX. "Teaching English," by President A. B. Stark, LL.D.; X. "Boston Latin School," which is introduced to the reader as "one of the most conspicuous outgrowths of the common school system of Massachusetts, and, in some respects, the ripest fruit of the seed sown nearly two and a half centuries since."

The editorial articles include "Purposes of Educational Associations;" "Educational Problems involved in Socialism;" and "Education in the South," which closes with the following hopeful paragraph: "The remarkable development of interest in public education in several of the Southern States is an omen of the great advances which the South is to make in the next decade or two in intellectual prosperity, which, coupled with an amazing advance in wealth, will render that section the peer of the more favored States in a generation."

There is in the Review, also, a learned archæological report of the excavations which have brought to light, on the Aventine and Esquiline, portions of the great ring wall by which Servius Tullius enclosed the hills of Rome, giving valuable data moreover as to the modes of building in the Eternal City, from the time of the kings, 753 A. C. to A. D. 1200. Other valuable hints of discoveries in Art and Science are added—rendering the Review an invaluable work of reference for all teachers and students who desire to keep up with the spirit of the age.

The Atlantic Monthly, for June 1881. This number contains a variety of excellent articles, some of which are appropriate to the season—as "A Taste of Maine Birch," and "A Spring Opening." Norwegian Life and character are well illustrated by a paper entitled Bergen Days. The never-to-be-settled question "Who lost Waterloo?" comes to the surface in an able military paper, and is reviewed with great clearness and precision Mr. James' story "The Portrait of a Lady," and Miss Phelp's "Friends, a Duett," are continued through several chapters. "French Tragedy" by Richard Grant White, has the sparkle and intelligence of that popular writer. The Atlantic has increased in variety and interest under its new management—and this number cannot fail to give satisfaction to its many readers.

Popular Science Monthly, May, 1881, D. Appleton and Co. New York.

The "Story of A. Salmon," by Professor David J. Jordan, is told in a way to entertain and instruct its readers. A paper on the "Mineral Springs of Saratoga," by Chas. F. Fish, is an illustrated article on the geology of the springs, with theories concerning their source and tables of chemical analysis of waters. Professor Tyndall contributes a valuable essay on molecular physics under the head of "Action of Radiant Heat on

Gaseous Matter." "Another world down here," is a graphic account of the special senses of insects, and the probable impressions of the outer world which enter into insect consciousness. "Eyes and School-Books," is a subject of practical importance to educators, and publishers. The Horace Mann School for the Deaf, is an interesting account of a Boston School founded at the suggestion of Horace Mann for the purpose of teaching deaf-mutes to talk. There are several other very interesting articles in this number.

The Art Amateur for May has for frontispiece a fine view of the alcove dining-room in the new Union League Club-house. In the 'Art Gallery" there are nearly thirty illustrations of pictures shown this Spring in New York and Philadelphia. All the leading exhibitions are fully and pungently reviewed, the National Academy "hanging" being especially criticised. An engraving of the Sarcophagus of Athieno, in the Metropolitan Museum, with an article by Gaston L. Feuardent, affords new and striking evidence of the peculiar "restoration" of the Di Cesnola Cypriote antiquities. Admirable illustrations of furniture, Japanese decoration, painted windows, and Rouen faïence are given, together with valuable letter-press on ceramics, needlework, and other decorative art topics, including the first of a series of practical papers for china-painting novices. "How to Build a Choir" is an article of special interest to music lovers, and the "Correspondence" columns are full of suggestive information for amateurs in all branches of art. The supplement contains numerous designs for embroidery and wood-carving, and two large plaque designs—beautiful female figures, one "in the greenwood," and the other playing a harp. The May number completes the second year of *The Art Amateur*, which has fairly deserved success by the number and excellence of its illustrations and the freshness and value of its articles. For the new volume special attractions are promised besides those that have already made the magazine a welcome visitant in thousands of cultivated households. Price, $4 a year; 35 cents a number. Montague Marks, Publisher, 23 Union Square, N. Y.

"*Library Aids.*" We are indebted to the honorable Commissioner of Education for a pamphlet of this title, giving valuable information and hints as to various libraries in the United States.

Also are we indebted to our ever courteous friend for an interesiing table of Comparative Statistics of Elementary Education in fifty principal countries, showing that the United States stand pre-eminent. With a population, in 1879, of 50,152,866, and a school population of nearly 15,000,000, this republic has, in its schools, no less than 9,424,086 pupils, under 272,686 teachers. Education rears a fortress for the protection of our Republican institutions.

Elementary Lessons in English—Part First, by W. D. Whitney of Yale College, and Mrs. N. L. Knox—and March's A. B. C. Book—both published by Ginn & Heath, Boston.

These are excelent little books for the primary class—with some original principles for guidance of teachers in sounds of letters, use of words, and construction of language. Prepared by practical teachers with reference to the wants of the young student, the lessons are carefully arranged and give progressive work

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The latest edition of Mitchell's New Intermediate Geography, published by J. H. Butler & Co., Philadelphia, contains a supplemental chapter on Louisiana, prepared by Hon. E. H. Fay, State Superintendent of Public Education for Louisiana, and President of Silliman Female Institute. The text is embellished with fine engravings of the most notable public buildings in New Orleans, and give a clear and comprehensive outline of the salient points in the history, geography, productions, resources and institutions of Louisiana. The matter is well arranged and rendered interesting by the distinguished author, and forms a valuable addition to the study of geography in our public schools.

"The School Herald," a News Manual for use in Schools.

This is a semi-monthly publication, at 75c. *per annum*, issued from Chicago, and intended to afford teachers and others a correct review of all current events in the World's History, during the fortnight preceding the issue of each number. The idea on which its issue is based is an excellent one, and it is published in a very attractive form. For teachers who desire to keep "posted" as to what is going on in this busy world of ours, this "Herald" will be a pleasing and an instructive visitor. The publisher may be addressed: "School Herald," P. O. Box 269, Chicago, Ills.

Acknowledgment.—For a bound copy of the Annual Report of the honorable Commissioner of Education for 1878, we are indebted to our able and eloquent Senator, Hon. B. F. Jonas. This report is an invaluable work of reference as to the Institutions of Education in all the States of the Union. The publication of such a report does honor to the U. S. government.

Comptes-Rendus de L'Athénée Louisianais, du 1er Mai, 1881.

We have received and read, with pleasure and edification, this valuable publication. We find in it the interesting official proceedings of the *Athénée*, at its sessions of February 25th and March 11th and 26th, under the presidency of General Beauregard, and a full account of the public meeting or *Annual Concours*, of 27th March. The chief feature of this exhibition was the reading, by Mr. Alcèe Fortier, of a remarkable discourse on the *romanciers* of different nations, characterized by a profound philosophical appreciation of the merits and peculiarities of each author named. The report of Mr. Fred. Fries also does justice to other manuscripts submitted to the society; commending, in an especial manner, the essay of Mr. James S. Hosmer on the principal novel writers of the United States. This essay follows and presents a just and eloquent review of the characteristics of our novelists, from Brockden Brown to the limpid Hawthorne. A very learned *causerie* by Dr. J. G. Hava, on the *Lycosa tarentula de Latreille*, also adorns the pages of the *Comptes-Rendus;* an admirable parallel between Corneille, Racine, and Voltaire, by Dr. H. Roberi, offers very agreeable instruction to our studious youth; and finally, our eloquent friend, Mr. Alcèe Fortier, gratifies us with an extended and highly appreciated notice of our Louisiana Journal of Education. Most heartily do we accept his proffered aid in the contest for education and morality, in our beloved commonwealth.

Le Français, No. 7, du 5 Avril, 1881. *Rédacteur, Jules Lévy, Cambridge, Mass.*

This number of the interesting *brochure* of our courteous friend, contains its usual variety of literary matter. "*Eve et le Serpent.*" with which it opens, is a *spirituel* and amusing *fantasy*, admirably adapted to some of our schools in which instrumental music is taught, with other graces. "A Monologue," of Lemerciena de Neuville, *Jeux de Société*, Proverbs of Eleven Words, Corrected Letters, Faulty Phrases (corrected), Notes and Queries, and divers other instructive paragraphs, of considerable value to schools in which the French language is taught, also appear in this number, which closes with interesting notes on the production of masterpieces in literature, and a graphic account of the ovation to the grand old poet Victor Hugo, on his attaining, on the 27th February, his eightieth year. The poetic tribute of Mr. Theodore Aubanel, we judge to have been a masterpiece of eloquence.

Graded Problems in Arithmetic and Mensuration. New American series. Published by J. H. Butler & Co. This is a very useful book, containing about 3500 examples, which can be used by the teacher in connection with any other text-book upon arithmetic. Variety and freshness are thus infused into ordinary class-work, and the children are protected against memoriter exercises and the use of borrowed answers.

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LOUISIANA JOURNAL OF EDUCATION.

Entered at the Post Office at New Orleans, La., as Second Class Matter.

Vol. III. NEW ORLEANS, JULY, 1881. No. V.

Legislative Education in Louisiana.

IV.

Our last sketch, under this head, closed with the action of the Legislature of 1831. The energy displayed by the statesmen of that day, in their experimental efforts to establish Institutions of Learning, was seconded, in various localities, by enthusiasm on the part of the people; and hence we should not be surprised to find that, in January 1832, the liberal hearted and generous widow Wikoff, of St. Landry, proffered a valuable piece of land, at Bellevue in the suburbs of Opelousas, as the site of the proposed "Franklin College." Nor should we wonder at the wisdom displayed, a little later, in April, 1832, by the committee on the Poydras fund, who felt "bound to think of the necessity of establishing one or two primary schools in each ward of Pointe Coupée Parish," and who accordingly recommended that the Police Jury divide the Parish for that purpose, and use the annual interest of the Poydras fund, together with the public school funds, for the maintenance of such schools, as a means of rearing the children of the wards as intelligent and useful citizens of the parish.

The next recorded action of the Legislature was the appropriation, on March 18th., 1833, of $20.000, for the College of Jefferson, with a provision that, in 1834, on the 1st., June, $5 000 more should be allowed by the State, and, indeed, that the same amount should be given, annually, thereafter. On the 30th March, the old State House at Donaldsonville was generously donated to the Police Jury of Ascension, for a "Seminary of Learning" to be organized therein; and, at the same date, an Act was passed incorporating the "Montpellier Academy" in St. Helena Parish, under six Trustees, and with a maintenance fund of $2.500 annually; the Trustees, however, being required to board and instruct at least twenty-five indigent children, selected by the Police Jury. The Juries of St. Helena and Livingston were also authorized to appropriate the parochial moneys raised for primary schools towards the support of the "Montpellier Academy," providing, however, that poor children were to be boarded and instructed, in the Academy, to the full extent of the appropriations; that houses to accommodate at least forty pupils should be in readiness as a prerequisite to the receiving of the appropriations, and that the appropriations should lapse whenever less than twenty-five scholars should have attended for six consecutive months. The same Act also allowed $1,000 per annum to the Academy at Alexandria, requiring the Trustees to board and instruct therein at least ten indigent children; but, in marked contrast with the action as to St. Helena and Livingston, the Legislature required the public school fund in Rapides Parish to be used only for the support of primary Schools in the various wards.

On the 1st. April, 1833, the Legislature incorporated the "N. O. Lyceum," conferring membership therein on an annual subscription of five dollars; and as an encouragement to the founding of Libraries, the same body donated $1000 to the "N. O. Commercial and Library Society."

On the same memorable day, the General Assembly of Louisiana wisely dethroned the Genius of Folly, which had so long presided over the cause of Education in Louisiana, by decreeing that the privilege of drawing lotteries for the support of schools, should expire on the 1st. January, 1834, and that, thereafter, *lotteries should be prohibited!* The same honorable body, with instinctive wisdom, at about the same time, discerned the necessity of creating a Superintendent of Public Education, to "secure information as to schools, colleges, and academies patronized by the State, and to report to the Legislature." The Secretary of State who then, if we mistake not, was the Hon. Charles Gayarré, the now eminent historian of Louisiana, was made *ex-officio* Superintendent, and on forms to be devised by this officer, all Directors, Administrators, and other officers of the Schools, were required, *under penalty*, to report to him the character and condition thereof, before the 31st. of December of each year. Legislation of this character evinced a reasonable desire to secure reliable data as to the use made of public funds by bodies and persons who had been recipients of the State's bounty; but genuine vigor was displayed in the additional provision that, on the application of the Superintendent ere March 1st, the Attorney General and District Attorney should present delinquent school officials in the chambers of the Grand Jury!

The annual appropriations for Parish Schools, at this period, as fixed by the sixth section of the Act of April 1, 1833, were as follows: for a school of not more than ten pupils, $4.00 per month each; for a school of 10 to 20 pupils $3.00 per month, and for over 20 pupils $2.50 per month, per scholar—such compensation being for tuition, books, and stationery; all expenses to be within the maximum aggregate allowed the Parish.

In 1834 (March 7th.,) the Trustees of the College of Rapides were authorized to remove the Institution, during June, July, August, and September of each year, to some eligible position in the pine woods, within three miles of Alexandria. At about the same time, the commissioners of the Poydras fund were authorized to loan out the interest on that fund, at eight per cent per annum, secured by mortgage; this authority covering the interest in both Pointe Coupée and West Baton Rouge. As an act of grace, the Legislature also bought for the State Library, in 1834, a copy of the magnificent work of Audubon, on the "Birds of America."

In 1835, an Act of January 7th exempted the parishes of East and West Feliciana, Livingston, St. Helena, and Avoyelles, from the operation of the Act of April 1st, 1833, and revived all previous acts in reference to the Institutions in said parishes. This Act also provided that each and every parish should be entitled to send the most proficient indigent scholar in the parish school to one of the colleges supported by the State, to be maintained and educated therein at the expense of the State Treasury, for which $150 were allowed. This child was to be selected by the local Administrators of the Schools and to be designated by the Governor, and to receive gratuitous instructions for not over three years.

SCHOOL LANDS.

Following the legislation on education, in chronological order, we find that, on the 21st of January, 1835, when the Hon. A. B. Roman was Governor of the State, Hon. Charles Derbigny, President of the Senate, and Hon. Alcée Labranche, Speaker of the House of Representatives, a Preamble and Resolution were adopted, setting forth the desire of the Legislature to "diffuse, as widely as possible, the blessings of education," and showing on what grouuds the State could afford to receive a liberal contribution of grants of land for the promotion of an "object which, *beyond all others, has the strongest claims on the owners of property for support.*" The Senators and Representatives of Louisiana in the United States Congress were therefore requested to "use their exertions to obtain a grant of land for the puposes of public education in the State of Louisiana."

We now close this sketch, as usual, with an exhibit of the appropriations made and paid out by the State for the support of education, public and private:

In 1832—	
For the Public Schools	$35,781 59
For the College of Franklin	5,000 00
For the College of Jefferson	5 000 00
For the College of Louisiana	12,000 00
	$57,781 59
In 1833—	
For the Public Schools	$30,449 77
For the College oo Jefferson	10.000 00
For the College of Louisiana	14,812 50
	$55,262 27
In 1834—	
For the Public Schools	$43 822,97
For the College of Jefferson	5,000 00
For the College of Louisiana	14,812 50
For the College of Alexandria	500 00
	$64,135 47

These data show that, while the Collegiate Institutions of the State were maintained with unstinted liberality—to the great and permanent benefit, we trust, of the youth who were privileged to attend the same and receive instruction therein: the Elementary Schools in the Parishes were gradually gaining an increasing support from the Statesmen of those days, and educating the public mind up to a comprehension of the necessity of a uniform and an efficient system of free public schools, in every portion of the State, as the surest means of extending the blessings of civilization to every hamlet and settlement, and of developing the agricultural interests and material prosperity of the commonwealth.

Holidays and Vacations.

The plea for amusement is founded on the laws of physical and mental health. All work and no play is poor diet for man or brute. Solomon found in his day that which has existed to the present, that "there is a time to weep and a time to laugh; a time to mourn and a time to dance." The only question about which there has ever been any discussison is the comparative amount of attention required for employments so opposite.

When the machinery of life, individually, socially, or politically, acquires too much velocity—it is necessary for the prudent engineer "to apply the brakes." The maxim that "it is better to wear out than to rust out"—has a savor of sanctity, but really presents a choice of evils—since it is the part of wisdom, so to use vital forces that it may not be necessary either to wear out prematurely, or to rust out through inaction.

Man without a holiday would doubtless become morose, cynical, and avaricious. With too many holidays, he would run an equal chance of growing indolent, frivolous, and immoral.

Work is the normal condition—it is suspended for rest—as in vacation—

that exhausted energies may be recuperated—it is broken as in holidays—that a new train of reflection may be interposed—as a sort of parenthetical interruption to the continuity of the narrative. In every well regulated society—the workers out number the idlers. The hum of industry is the morning and evening hymn of prosperous people. The holiday closes the shop and stops the wheels of the machinery. However festive the day or memorable the anniversary—it is only an interloper and when it has gone, men return to their homes and their work, as one who parteth from a guest.

In large cities there is a constant tendency to increase the number of holidays: Luxury leads naturally to display. Public prosperity promotes cheerfulness and the generous use of public funds.

Pageants, competitive games, festivals, and the like are multiplied. There is a law of growth in such matters as in all other things—material or immaterial. Illustrious men die, and a grateful posterity embalms their virtues in some memorial day. Historic epochs are perpetuated by national or municipal anniversaries. Solemn Feast and Fast days are enjoined by religion. Every such day, marked in the calendar, gives a new direction to the thoughts and occupations of men.

To these days which are established by law there are added special festivals. A pic-nic, by a large society, carries a crowd of followers. A military parade, a horse race, or a regatta, a county fair, or a traveling circus, any one of these will quicken the public pulse and draw men and women from their business. The taste for displays grows with what it feeds upon and finds expression in grand entertainments. The cost and beauty of the show attracts general attention and the city is crowded with spectators. The primary idea of home enjoyment and æsthetic culture is merged in other considerations of a more sordid character. It is grand exhibition to please, instruct—and get a profitable pecuniary return. The success of the enterprise leads to other ventures of a similar kind, and the one day is followed by others, in which work gives place to amusement.

These public days, so numerous and so exhilerating to the sentiment of youth or age, must naturally exercise an influence upon the future of the people.

They have an immediate and a prospective influence upon the education of youth.

Young people are entitled to their full share of this world's enjoyments, and observation shows that every generous allowance is made for recreation during the schooling period. It is true that the character of our festivals are somewhat different from the *virgatum-Gehen* of the Germans, when teachers and scholars make their annual pilgrimage to the forests—where, with music and speeches, they gathered a full supply of the birches which the master was to use upon these same boys during the year. There is, however, in addition to our public days, no lack of pic-nics, exhibition and commencement days—when all hearts are full of gladness. Nor can it be said that school work is excessive. Long intervals are eliminated from the year—in the form of summer vacation, christmas holidays, and the like. Five hours daily, or twenty five hours in the week are devoted to school work—one third of the period which is given to rest, recreation, home employments and religious culture—and less than half the time allowed for sleeping and eating. In older countries where principles of education are firmly established, it is customary to continue school work through the entire year with interrup-

tion only of one or two festival days. This is done under the belief that moderate mental work may be prosecuted without interruption just as the physical exercise, of daily occurrence, is healthful and invigorating.

The steady increase in the number of school holidays, weakens the habit of study, impairs the force of school discipline and school associations. It may take time to develop these results but they will come as surely as effects follow their causes. School work to be successfully conducted requires undivided attention and freedom from disturbing influences. The intelligence silently assimilates knowledge and the truth works inwardly, fashioning the furniture of the mind by close application and steady concentration of the faculties. A sure way to kill the working power of a school is to introduce another idea of superior attraction and interest to the scholar. Every teacher knows the difficulty of securing satisfactory work while the pupils sit under the shadow of an impending holiday. One such day, thrown into the middle of the week, kills the working value of one or two other days.

There is a steady pressure from society against the seclusion and regularity of school work. It is found in all of our large cities. Summer vacations are rarely less than three months, and with many pupils extends to four or five months. Christmas holidays are expanding with a tendency to embrace two weeks. The Carnival festivities are becoming firmly established as annual holidays.

We may reasonably ask if there is no danger to the welfare of the young in this tendency to abridge the period of school work? Is there no risk of sacrificing the vigor and power of an earnest character and of a sound education, to the lighter accomplishments which may give present enjoyment, but are inferior as elements of that true manhood and womanhood—to which the country must look for the preservation of its greatness?

Our idea of the matter is that the school life of a young scholar should be made as attractive as can be done with means for improvement. All the rest and exercise needful for the development of the body should be freely allowed. There should be abundant time, also, for the affections to be exercised in the delights of the home and for the outworking of a noble spiritual life. All this can be done without impairing the serious energies. That grand purpose, which is to lay the foundation of character, and which is to be forged in the school room during the few short years which intervene between childhood and maturity—can only be accomplished by honest toil. A period of life so critical and yet so full of promise, cannot safely be frittered away in vain trivialities without loss to the individual and the risk of a great calamity to the country. The history of the country during the next thirty years is to be directed by the character of the young men and women now in the schools.

There may be too many holidays for the individual as well as for the community.

The Sandwich Island alphabet has 12 letters; the Burmese, 21; the Hebrew, Syriac, Chaldee, and Samaritan, 22 each; the French, 23; the Greek, 23; the Latin, 25; the German, Dutch, and English, 26 each; the Spanish, 27; the Arabic, 28; the Persian, 32; the Russian, 41; the Sanscrit, 50; the Ethiopic, 202.

Per Centum.

Now that the season of Commencements has come and the voice of the young graduate is heard in the land—when we are favored with long lists from the Naval and Military Academies, from the stately Universities and Colleges and other time honored seats of learning—it is evident that per centum reigns supreme. The results of long and patient toil, of weary days and "nights devoid of ease," of the striving and groaning of the human intellect under the pressure of knowledge—all stand revealed to the world in the form of per centum. It has been the skeleton in the academic closet, through the month and the years that now lie in the back ground. Through all the weary march of the four years' course; through the horrors of final remorseless cramming by the flickering of the midnight lamp—there has always been the horrible phantom of a standard whose gradations, from disgraceful failure to the supreme excellence, are measured by inexorable numbers. How much sweeter sleep would have been; how much more lightsome the social hour, if only Faculties of Instruction had been ignorant of the numerals!

A mark for every slip of the pen or tongue! A downward slide on the graduated scale for every error of the perturbed reason! A lower, and still a lower depth, if the excited memory should prove recreant to its trust! Then, at the last, a fearful summing up and all the aggravations of the trial lost in the abyss of the unattained, or borne upward on the wings of a triumphant victory!

One hundred per cent.! It is stamped on the imagination of every student from the Grammar School to the University. Wonderful power! the creation of some massive intellect, or the flash of inspiration, by which mind has been able to conquer and hold genius in its iron grasp. A Delphic oracle to be kissed by the successful, hated by the unfortunate!

The verdict of per centum never changes. Spring may be followed by summer, seed time by harvest; all the bright dreams of youth be merged in the mellow glow of life's autumn—but per centum never dies. The boy has become the man and the golden haired maiden has grown to be the stately matron, but with the child so with the parent, the old tyrant still waves his sceptre over the examination and Commencement days.

Per cent. is, of course, infallible. To whisper that there is a possibility of weakness or defectiveness in its dictum, would shake the grandest institutions of learning from "turret to foundation stone." Ordinary figures *may* lie. Sometimes the most unblushing shams may lurk beneath their calm exterior. No whited sepulchre can be fairer without or better supplied with dead men's bones within. What can these cold figures tell of the measure of that knowledge which lies hidden in those serene depths of the soul where no plummet has ever sounded and no reed has ever measured? What can figures do in that voiceless terror of the mind which struggles vainly for expression on examination days? What man or woman who has gazed timidly, and with reverential spirit on knowledge, can always answer to the call of the questioner, as a soldier presents arms or goes through the dress parade, at the voice of his commander?

From the perturbed medley of book words, borrowed phrases, topics, tropes, illustrations, dates, names, figures and facts, with which the memory has been

loaded under the coaching and cramming of the previous preparation, how is it within the range of the possible, always to bring out the correct thing—the thing, word or fact, which is needed to satisfy, in its exactness and fulness, the demands of the examiner in the supreme moment of trial? There are some minds so finely balanced that they never can be found in a state of equilibrium, under the pressure of extraneous causes. There are people who cannot spell their own names, or tell the ages and names of their children, or the day of the week, or the year of the world, if thrown into excitement by some startling and unlooked for event. Many a well meaning man, of average capacity, but of reserved habits and timid disposition, placed for the first time in the witness chair and subjected to the torture of a cross examination, by some astute prosecuting attorney, may commit the grossest absurdities of narrative. After the testimony, he comes from the stand with a grim conciousness that he has been guilty of supreme stupidity. The same thing may be repeated, in a milder form, but with similar results, on the public examination of candidates for any office. Nor does it help matter to know that all the short-comings and self-stultifications under the furnace of trial, are deliberately and mercilessly weighed in the scale of hundreths.

All honor to those who, all over the land, have successfully run the race, reached the goal, and who are crowned with the victor's wreath. Let us not forget, however, to give a tear of sympathy for the unfortunate—for the young men whose *heads are in the basket*, because they stood not in loyal fear of per cent., or who fell on the battle field crushed by the superior weight of a merciless and inexorable master.

Home Influences.

Teachers entrusted with the care of pupils during the five hours of school work, find at every step of their progress, the effects of their labors either strengthened or weakened by home influence. The co-operation of parent and teacher is specially needed in the following particulars:

1st. *School Attendance.* The absence of a child from school, if only for one day, without a sufficient cause, is an injury to both teacher and pupil. It interrupts the continuity of instruction. It affects the standing of the scholar in the class and so destroys the means adopted by the teacher to stimulate the zeal and ambition of the youthful learner. It weakens the force of school attachment and the harmony of the relation of teacher and pupil. It is true that one day's absence may not produce all these results—but the single absence, without cause, implies indifference and is very apt to be repeated whenever it is agreeable to do so. It is discouraging to the teacher who is earnestly and faithfully laboring for the advancement of a pupil, to find the work suspended and the wholesome influences of the school room checked, by an absence which results only from indifference on the part of the parent.

Home Preparation. In all grades of instruction a certain amount of home study can be reasonably required by the teacher—the amount naturally depending upon the age and advancement of the pupil. The faithful performance of this duty will depend upon the will of the parent. There should a regular time for the work and facilities for doing it, so that the scholar may not be disturbed by company, or by the occupations of the other members of the family. When possible, there should be

no interruptions to this regular order, so that the habit of preparation may be acquired as an essential element of school life. Parents are not expected to do the work of their children. Examples in Arithmetic, or lessons in any other branch of study, are not assigned either to test the skill, or the patience of parents. Children are presumed to have received such aid from their teachers, and to have made such progress in their studies, that any assigned lesson, as a progressive step, shall be attainable by their own unaided exertions. All that parents are asked to do, in this matter, is to see that their children who are scholars, meet the reasonable requirements of the teacher in the way of faithful and regular home preparation for school work.

Moral Support. The influence of the teacher over the pupil is greatly affected by the conversation of the family circle. Events, trival in themselves, which have ruffled the ordinary current of school life, are often magnified into proportions far beyond their merit. A child disciplined for an offence against some well established rule of the school—reports the matter, with all the embelishments of a fresh imagination, to an excited parent—and the teacher is tried, convicted, and condemned, without a hearing, upon the ex-parte statement of a child. Persons who have had experience in such matters find that this is not the wisest, or the best method of settling difficulties which have originated in the school room, and which, if trusted to the soothing influence of time and reason, would soon find a happier solution in the kinder relations of the parties.

The teacher, if worthy of the high mission, feels a deep interest in the mental progress and moral character of the young. There naturally grows between the two an agreeable understanding—liable to those fluctuations which spring from difference in years, positions, and relative duties, but becoming more steady and permanent with the progress of time. The parent who unwisely disturbes this relation—who helps to bring the pupil to a condition of mistrust and antagonism with the teacher—simply exercises so much of the weight of his superior position, against the best interests of his children. The teacher is not infallible, and may sometimes err in excess of zeal; are parents always so patient, gentle, and unerring that they may exercise no charity for those who are more solely tried? The school room is a little world in which are developed sources of perplexity and irritation which may not exist in the more quiet home. If in the calmness of reflection the teacher is judged to be right and the requirements of the school room founded upon just and reasonable results — the parent should give to the teacher not simply justice, but a frank and generous cooperation, so that their mutual efforts may promote the permanent welfare and happiness of the scholar who is the object of the common solicitude and affection.

Drawing.—The increased attention paid to drawing in the schools has had a marked influence in promoting the general interest of school work. Teachers and pupils are reasonably proud of the progress made in so short a period —and in several instances there has been, somewhat unexpectedly, developed very decided talent on the part of young scholars. What is needed is to give careful, thorough, and systematic instruction, and to direct talent, wherever found, into some practical channel. Would it not be well if connection could be established, in some form, between

the work done by pupils in our public schools who manifest a natural aptitude for drawing—and the operations of the Art Association recently formed in this city. A prize of some sort for the best specimen of drawing done by pupils in our public schools, or an annual exhibition of specimens of work done in the course of the session, would have a stimulating effect and might eventually lead to the formation of an industrial class in remunerative Art work. Drawing is to be taught in our public schools, not as an accomplishment, but as an aid to mental discipline and to the better use of the perceptive faculties, and with a view to ultimate use of talent in some industrial employment. The work in the school room, therefore should only be one step in a comprehensive, well devised plan, leading to employment in the future.

On Teachers and Teaching.

We extract the following from the very eloquent and learned address delivered by J. L. M. Curry, D. D. LL. D., general agent of the Peabody Education Fund, before the Legislature of Texas. We only regret our inability to furnish our readers with a complete copy of a document which should be generally circulated among the friends of public education.

All business requires supervision, al manufacturing establishments, all raill roads, all great corporations, and experience has demonstrated it is impossible to prevent collapse and failure of your public schools unless there be intelligent, organized supervision by superintendents, who ought to be well paid. Cheap things are generally of little value. A cheap lawyer, a cheap doctor, a cheap preacher, a cheap school-teacher is generally easily weighed and correctly estimated. The estimate he puts upon himself is generally a right valuation. I venture to say I can without resort to conscription, fill these legislative halls with men who will gladly serve the State at fifty cents a day. I am sure I can get cheap legislators, judges and governors, speakers and school superintendents, and will have an immense multitude to select from, but of what worth will they be? But whatever you may do about cheap legislators, I pray you may be saved from cheap teachers. Of all dear things, and of all pitiable things in the world, the dearest and most pitiable is a cheap school master. An essential factor in the public school system is the normal school. That thing is badly named. They are institutions for instruction in the most perfect methods of teaching, in which candidates for the teacher's office are to learn under skillful teachers the best methods for teaching. Whatever you would have appear in the life of the nation, you must put into the schools, and whatever you put into the schools must first be put into the teacher. As is the teacher, so is the school. I will stop to say, if any man would found a high school for normal school instruction, he makes a sad mistake. The two things are essentially different. They can not be of the same name, the same structure, or the same purposes. All the enlightened governments of Europe have the normal schools. When the French government in 1833 established their educational system, one of its main features was the creation of the normal schools. Is it regarded as one of the greatest modern educational instrumentalities. Prussia has the best in the world. These normal schools give dignity to the profession of the teacher. One of the greatest curses in the way of education in our Southern land is the fact that our teachers have been those men who have resorted to the school room as a mere temporary makeshift to stay hunger until they could read medicine or law or theology, hoping in a year or two to shake the dust of the school room off their feet, and get into what they call the respectable professions. The normal school would dignify the profession of teaching. I have heard it in Virginia that according to the general estimate of the public there were two things for which any person is fitted, that in general estimation anybody in the world can teach school or go to Congress. The men who despair of success, who have failed

of success, or who lack the qualities necessary for success, turn their attention to school teaching, but put men in the normal schools, let them, if competent, learn the methods of teaching, the principles of teaching, the science and art of teaching; let the man feel inspired from on high, of mind in contact with mind, spirit in contact with spirit—let him develop moral aptitudes; let the man thus learn and be equipped for his work, and he will come forth with inspiration to do his duty, and to enter upon his work with enthusiasm and the assurance of success. Why, if you are going to have your horse shod, you will go to the most experienced blacksmith, or if you want a house built, you will go to the most experienced carpenter. If you have a little law suit, you will go to a competent lawyer; but the habit has been when we had our children to educate, the youth of the land to train for the responsible duties of citizens, to commit these tremendous interests to the man who had no experience, and no qualifications for the work. The man who teaches ought to know something of the principles of the human mind, of how mind acts on mind, how the human intellect is drawn out, to proceed from the concrete to the abstract, from moral exemplars to philosophical; he ought to be able to see the way in which the mind works, and how truth and knowledge can be lodged in the human mind, and how principles can be radiated and illustrated, and not to teach by note as a mere matter of mechanism and machinery. Any one who can take up a book and hear a boy spell baker, consanguinity and conglomeration, and recite the multiplication table, is a school-master, but not a teacher. Every such school room is the habitation of stupid ignorance and idiocy. The teacher who is a teacher, who feels his high vocation, who feels that he is employed to impart immortal truth to immortal minds, the teacher who recognizes he is dealing with that which is immortal and eternal—he ought first to know his subject, and next to know the mind he is teaching and which requires training. Do you in Texas allow a doctor to practice medicine without a license? Texas, I believe, is a sort of a free-and-easy country, but you require, a doctor who cures diseases, must stand an examination, and get his license to practice. The lawyer has to go through the same process, but so far as teaching is concerned anybody who passes along can be converted into a Domine Sampson to draw out these latent possibilities, and develop these infant capacities. We want schools to train men how to teach. All the enlightened nations that have public schools have normal schools. A good deal more is required. Teaching ought to be a profession, as honorable as law as medicine, and as the ministry. To train the mind ought to be as dignified employment as to train boys in a military school to march and countermarch. Mere knowledge is insufficient. Some men say the man has knowledge and he can teach. Of course, a man to teach must know, and what he knows he ought to know clearly, in order to teach it. But there is something more to enable the teacher to enter into the human mind, to control its passions, its peculiar conditions and dominant faculties, in order to know how to teach. There are many men who know, that are irritable and impatient, and have peculiar disqualifications, who don't know how to simplify, to illustrate, to explain, to stimulate, how to present knowledge in an attractive light. To do all this requires love for the work and training for it. When I was in college my Greek professor was one of the most learned men I ever knew. To us boys he was a marvelous man. It appeared he took breakfast on Greek, dinner upon Greek, supped in Greek, and roomed with the Greek in his dreams. To talk, write, and teach Greek seemed to be his sole duty. He lived in an atmosphere of Greek, and breathed Greek, and yet he was the veriest dolt of a teacher I ever saw. He never knew anything about a boy, and yet, you know, a boy is a peculiar institution. To make teaching a profession, the State should make provision for training a large corps of teachers, and there ought to be good schools for that purpose in every district or town. There ought to be none but good teachers. You ought to have nine months session, and well paid teachers.

ILLITERACY AND CRIME—In a recent publication, by the U. S. Bureau of Education, we find an interesting table showing the relation of crime to illiteracy in the departments of France. The table is taken from a late number of the Journal des Bibliothèques Populaires—and the information is reliable. From the aggregated results of the table it appears that out of the whole number of Criminals, 3.354 arrested in the sixty-three departments of France—1.480 were unable to read and write, 1.362 could read and write imperfectly,—while 512 are reported as "reading and writing well." Only about 15 per cent. therefore of the number of criminals in France, during a year, are to be classed as having a common education, while 85 per cent. are illiterate.

Something should be done for the better supply of the departments of Natural Science in our City High Schools, with the materials needed for the elucidation of the subjects taught. For nearly ten years, no additions have been made to the small stock of instruments. Time and use have worked the universal law of material things, and very little which is of real service, is left. This department is too important to be neglected—and it is very difficult, if not impossible to bring out the real value of such instruction—without a suitalbe apparatus for experiment and illustration. The question is, how can this want be supplied? The School-Board has not money enough to pay its teachers and, consequently, cannot divert any portion of that fund to the purchase of philosophical and scientific apparatus. Some one of our rich citizens will, doubtless, see this matter in its proper light and build an enduring monument to his own memory, by establishing a chair of physics and presenting suitable apparatus for its use. Who will win the honor first, since it is only a question of time as to when, how, and by whom it will be secured.

We hope that no person will take offense to whom a sample copy of this Journal may be sent without a previous order of subscription. We desire to make the Journal more useful by increasing its circulation among those who are engaged in the work of education. If teachers and school authorities will give a helping hand, there will be opened larger and higher opportunities by which the work in which we have a common interest may be promoted. The teachers of Louisiana have a heavy task on their hands both in school and out of school. Our hearty sympathies are with true workers everywhere. We make no pretensions to superior wisdom, or to a deeper insight into the mysteries of educational principles—we only ask that the great cause may move onward and we think that the end may be more surely obtained by the coöperation of those who are most interested in the result.

The Legislature of the State of New York has passed a law authorizing the School Board of the city of New York to place upon a retired list, drawing half pay, teachers who, by reason of long service and the decay of physical strength, have become disqualified for active work. It is the first point gained in a movement which for years past has been agitated in educational circles and warmly advocated by prominent men. The small salaries generally paid to teachers, the nature of the services rendered by them in a public capacity—the uncertain tenure of their office and the

great difficulty, if not impossibility of making suitable provisions against old age and declining strength—all these causes combined make it very important that teachers who give their lives and undivided energies to the instruction of youth, should not be left at last, helpless and hopeless, a stranded wreck upon the shore. Hope is the great lever of human energies, and the removal of all sources of anxiety from the mind of the faithful teachers who feel that they are growing old in the service, would seem to be not only just in itself, but a promoter of efficiency and zeal.

The necessity of supporting public education with persistent purpose and unfaltering energy is abundantly shown by the last statistics of the Bureau of Education. We can point to the figures which indicate school attendance to show what provision the country is making against the immediate future, but what shall be said of the great number of children who are classed under the head of the "unaccounted for?" 25, 30, and in some cities, 50 per cent. of the school population are without school privileges. Of this large class, a small number, comparatively, may be found in the store and workshop; while the majority are growing up in the midst of the many temptations which accompany a state of ignorance, and idleness. The following figures speak for themselves:

Cities.	School population.	Enrolled in public schools.	Priv. and parochial schools.	Unaccounted for.
Baltimore,..	86,961	35.288	13.550	38.123
Chicago,...	123,215	58,142	18,647	46,426
Cincinnati,.	67,110	35.957	350	30,803
New York,..	375.000	208.823	45.000	121,177
St. Louis, ..	107,225	55,995	18.000	33,230
Boston,.. ..	60.762	53,262	5,521	1,979

School children in this section have had a hard time of it during the session just closed. First there was a winter of unusual severity, in which artic winds and polar waves howled around and through the large school buildings. Then came the flood from Lake Ponchartrain, submerging the rear of the city, and cutting off the communication of scholars, for several days, with several of our largest school-houses. The sickness, also, among children has been unusually prevalent and severe. Many a young face left its bloom on the sick bed. Several bright, beautiful and good, who commenced the year with us have died. Lastly the Torrid Zone has crawled up the sides of the mother earth, and driven out of the school-room nearly every body whom the frost and the flood, the fever and the fear of it had left behind. We hope that the summer vacation upon which we are entering will purify and invigorate, so that teacher and scholar may welcome with new heart, an early opening of the next annual session.

The next number of this Journal will be for October. Our subscription price was based upon the issue of nine numbers in the year, we are giving ten numbers without increase of subscription or advertising rates. August and September are the two omitted months in the annual volume.

The Passage.

FROM THE GERMAN OF UHLAND.

Many a year is in its grave
Since I crossed this restless wave;
And the evening, fair as ever,
Shines on ruin, rock, and river.

Then in this same boat beside
Saw two comrades, old and tried;
One with all a father's truth—
One with all the fire of youth.

One on earth in silence wrought,
And his grave in silence sought;
But the younger, brighter form
Passed in battle and in storm.

So, whene'er I turn my eye
Back upon the days gone by,
Saddening thoughts of friends come o'er me,
Friends who closed their course before me.

But what binds us, friend to friend,
But that soul with soul can blend?
Soul-like were those days of yore—
Let us walk in soul once more.

Take, oh! boatman, thrice thy fee;
Take, I give it willingly;
For, invisible to thee,
Spirits twain have crossed with me.

Practical Department.

EXCERPTA FROM THE COURSE OF LECTURES DELIVERED BY PROF. ALEX. DIMITRY, LL. D., IN 1872, BEFORE THE STUDENTS OF THE PEABODY NORMAL SEMINARY.

HELPS TO THE REASON AND JUDGMENT OF PUPILS.

On former occasions, your thoughts were invited to *Attention* and to *Memory* and *Imagination*, as helps to the development of the pupils' minds.

We will now continue to inquire into those marvellous phenomena of the human intellect and into their controlling laws, in order that we may learn how to guide and direct them from the very start. There is a deep and touching interest in watching over the forms, the growth, and the expanding of these flowerings of the mind; and blessed are the hands that are called upon to cultivate them into higher beauty and luxuriance!

Attention, memory, and imagination stand upon the avenues of the intellect, and supply it with the materials for its work. Attention, the sentinel of the mind, reveals to it that which is present; memory, "the warder of the brain," acting from the present, recalls that which is past; while imagination, combining both the past and the present, enters the field of the future and, from what is and what has been, shapes the forms of things that may be. But these are servants only of a higher power. Judgment that comes in as sovereign, receives the contributions of each of its ministers and appropriately applies them. Attention, imagination, and memory are the fore-runners; judgment gathers up the percep tions of the intellect and completes them into forms of sound knowledge. It invests it with the most precious of conquests—the conquest of Truth, through which it asserts the supremacy of the human over every creation of earth.

The stimulation and guidance of your pupils' judgment must therefore be deemed objects of great solicitude and care. And, indeed, of what avail would be the quick, active, greedy mind to your pupils, or their possession of the better powers or their greater aptitudes for study, if, behind all these, you do not find, or erect, the judgment to preside, like a magistrate, in the supreme court of intel'ect? Without it, the richer endowments of the mind can lead but to abuse. In the course of your labors as teachers, you will often experience this sad truth—that deficiency of judgment is worse than ignorance; for, working in an imperfect degree, it corrupts the elements of knowledge itself. If, therefore, you find it within your power and your zeal, to endow your pupils with a sound judgment, or to restore that which has been warped to correct action, you will have conferred a great blessing and laid claim for great gratitude.

But many a diffident teacher whispers: "My province is to teach my pupils 'reading, writing, grammar, arithmetic, rhetoric, and philosophy,' and not to enter into the mysteries of the mind, and uselessly lead them through the forms of reason. Who expects that children, in our schools, are to be taught the art of logic? That they will learn at a later period, when they advance in their farther studies." Students of this Normal Seminary, be not misled on this important matter. There is a cruel contradiction in the words of the diffident teacher. If you wait until the later period for asserting and comfirming the reasoning powers of your pupils; then you will expect the full accordances of a musical composition, without a proper appreciation of the nature of the notes and of the perfect combination which make up the rich symphony.

On the contrary, be assured that there is a special and an important obligation binding on your ministry. It will be your duty to watch, so that your pupils' judgment shall not be distorted in its very origin. Should you discover that it has already been warped and deviated from the straight line; so much the more must your zeal be taxed, at every cost of labor, at every sacrifice of disgust, to the end that the evil shall not become irremediable. It will be yours, from your own already tutored judgment, so to contrive that your pupils, from their first steps in the weary ways of knowledge, shall straightly and safely proceed

in their onward course. Do not be turned away from your better exertions by the daily heresy which may assail your ears: "Well, we can't put old heads on young shoulders, you know. Children will be children, and they don't think." This is a common saying, which, like most common sayings, when you come to dissect them, prove to be common fallacies.—Children don't think! Why, they *will* think—and thinking implies the necessary action of some kind of judgment; they *will* think how to avoid, without the danger of punishment, the performance of a task; they *will* think how, without risk of detection, they may deceive teachers and parents; they *will* think, when they have committed a wrong, how to palliate, if not disclaim, the wrong, and yet it is pretended that, when the *right* is concerned, children cannot think, in other words, that children cannot judge. This is a fatal delusion! There is judgment in children—weak, no doubt, because not strengthened by life's experience—which, from the nature of things, is progressive from day to day. From the very fact, however, that this judgment is thus weak, it consequently follows that it requires most assistance against the obstacles which may rise up against its exercise. From the moment that the child has passed from the walls of the nursery, it begins to judge of all its own little concerns, although we may not be conscious of the unuttered work of its little brain. Between the hours of its birth and the second or third year of its life, it has accomplished one of those great mysteries which are bossomed in the wisdom of God alone. He has built up a whole vocabulary—an adequate language, through which to express his feelings and his wants. This he never could have done without comparison between things and things; and the result of such a comparison, assisted by memory, is essentially called judgment. There is one danger, however, growing out of such judgments. Most of them, from the nature of things, must rest upon imitation for their grounds. On this same principle of imitation, your pupils may have adopted opinions, crude, unreflecting, unsubstantial opinions, which he has heard daily uttered without any of the sanctions of judgment. In this fact, then, lies the great danger to childhood and the still greater difficulty against which you will have to contend.

There is, then, whatever you may now think of it, a logic of education—not the logic of the schools of philosophy—but the logic of childhood, which teaches it how to reason and reason safely within the measure of those notions which it has safely acquired. For this purpose, you will require no fixed formulas of thought—no binding form of syllogism; but discriminating, by your own judgment, the true from the false, you will build up the judgment of your pupils to that which is true, and wall it up against the access of whatever may be false.

SPECIALTIES.

The teacher who makes a specialty of each branch he teaches, can enchain the attention of the most careless in his class. But to attain this excellence one must work. And such work gives scholarship and culture, both of which are desirable in a true teacher. Too many teachers have almost no general information. A teacher who does not keep pace with the events of the day, who does not read the newspapers, is not fit to take charge of a school.

If any event of importance takes place in the country or in the world, the class should know it. It is the duty of every teacher to be familiar with the current events of the day. The newspaper should reach every teacher in the land. The pupils will thus get a thirst which will last them through life, for that knowlede which is so essential to good citizenship. There is no necessity that teachers should lack culture. No other profession is so full of stimulanta. While the teacher is teaching a certain branch he should study it, and thus the pupils will get the benefit of his thoughts and labor.—*Penn. School Journal.*

SPEAKING CORRECTLY.

We know a family in which the following words are hung upon a card that the children may learn to avoid their

use. The two last expressions are not to be discarded entirely, except by those who have come to use them with too much frequency and in a meaningless way:

'Twont	Figger
Um	Sech
Jist	Dun'no
'Taint	To-morrer
Warn't	Git
Ben	Lem me
Your'n	Horrid
Hain't	Shell
Meetin'	Guess
Wal	Splendid
Holler	You know
Cap'n	You see

—*Congregationalist.*

The seven wonders of the world are; The Pyramids, the Colossus of Rhodes, Diana's Temple at Ephesus, the Pharos of Alexandria, the Hanging Gardens at Babylon, the Statue of the Olympian Jove, and the Mausoleum by Artemisia at Halicarnassus. The Pyramids are great piles constructed of blocks of red or syenitic granite, and of a hard calcareous stone. These blocks were of extraordinary dimensions, and their transportation to the site of the pyramids and their adjustment in their places, indicate a surprising degree of mechanical skill. The Great Pyramid covers an area of between twelve and thirteen acres. The masonry consisted originally of 89,028,000 cubic feet, and still amounts to about 82,111,000 feet. The present vertical height is 450 feet, against 479 feet originally, and the present length of the sides is 746 feet, against 764 feet originally. The total weight of the stone is estimated at 6,316,000,000 tons. The city of Rhodes was besieged by Demetrius Poliorcetes, King of Macedon, but aided by Ptolomy Soter, King of Egypt, the enemy were repulsed. To express their gratitude to their allies, and to their tutelary deity, they erected a brazen statue to Apollo. It was 105 feet high, and hollow, with a winding staircase that ascended to the head. After standing fifty-six years, it was overthrown by an earthquake, 224 years before Christ, and lay nine centuries on the ground, and then was sold to a Jew by the Saracens, who had captured Rhodes, about the middle of the seventh century. It is said to have required 900 camels to remove the metal, and from this statement it has been calculated its weight was 720,000 pounds. The Temple of Diana at Ephesus was built at the common charge of all the Asiatic States. The chief architect was Chersiphon, and Pliny says that 200 years were employed in completing the temple, whose riches were immense. It was 425 feet long, 225 broad, and was supported by 127 columns of Parian marble, (60 feet high, each weighing 150 tons), furnished by as many kings. It was set on fire on the night of Alexander's birth by an obscure person named Erostratus, who confessed on the rack that the sole motive which prompted him was the desire to transmit his name to future ages. The temple was again built, and once more burned by the Goths in their naval invasion A. D., 256. The Pharos of Alexandria, and the Hanging Gardens were considered as very remarkable objects by the ancients. The colossal statue of Jupiter in the temple of Olympia, at Elis, was by Phidias. It was in gold and ivory, and sat enthroned in the temple for 800 years, and was finally destroyed by fire about A. D., 475. From the best information it is believed that the Mausoleum at Halicarnassus was a rectangular building surrounded by an Ionic portico of thirty-six columns, and surmounted by a pyramid, rising in twenty-four steps, upon the summit of which was a colossal marble quadriga with a statue of Mausolus. This magnificent structure was erected by Artemisia, who was the sister, wife, and successor of Mausolus.

JUDGED BY HIS SCHOOLMATES.

A custom which is unique among the schools of the country has been observed with the best results, for twenty-five years at the Chauncey Hill School of Boston. It is described as follows by the *Advertiser:* "It is a vote by the boys and the girls of the school for the best boy in the school. No conditions are imposed, save as they are implied in the examination which is given to acquaint the young people with the

purpose of those who established the practice.

"Each pupil is free to vote for any of the school who has been a member for any length of time, except since December 1st, last. It has been the custom to select a a boy from the oldest class, but it is not compulsory to do so.

"Former members of the school, not all of the same class, but intimate friends there, believing that a prize given on the principles they propound would help in developing a manly spirit at the school, began the practice of giving a medal to the boy who received the plurality of the votes of the school as the best boy.

"At noon the scholars are gathered in the school room, and after other business (including an examination of the medal system of the school, based on absolute, not relative merit, so that a medal is within the reach of every pupil), Mr. Ladd explained the intent of the gentlemen who give the 'best boy medal.' 'This does not mean,' said he, 'the best classical scholar, nor the most noted catcher or pitcher at base-ball, nor the ablest mathematician, nor the best-drilled soldier, nor the most elegant declaimer, nor the fastest runner, nor the most accurate Shakesperean scholar, nor the pluckiest fellow at foot-ball.

"You, young boys, will do well to vote for the person who seems nearest to what your father and mother want you to be —what you mean to be yourself when you are in the first class; and you young girls, will do well to vote for the boy who comes nearest to being what your parents are trying to have your brothers become.

"The older scholars are tolerably familiar with ancient and modern history. Vote for that one of your number whose character comes nearest to the noblest men of whom you have read.'

"All the school sat upright, with military precision. Their officers passed the ballots, and each pupil prepared his own.

"At the head he puts his own name and the number of years he has been in the school; below, the name of his choice for the prize. Each ballot counts as many units as the scholar casting it has been years at the school.

"After the votes were cast, the school was marshaled from the room in regular order, and the result will not be known till the next exhibition.

"By long experience, it is found that the pupils select a boy who is deemed by the teachers to be worthy of the medal, thus proving that the sense of honor is the same with boys as with grown people."

STUDIES IN GOVERNMENT.

GREAT BRITAIN AND IRELAND: A limited monarcy. England, Scotland, Wales, and the islands adjacent constitute *The United Kingdom.* Population (1880), 34,505,043.; area in statute acres 77,834,491; inhabited houses, 5,656,513. The colonies and dependencies of Great Britain embrace about one-seventh of the land surface of the globe, and nearly a fourth of its population. Total area 7,647,000 square miles, of which three millions are in America, half a million in Africa, one million in Asia, and more than two and a half millions in Australia, divided into forty colonies or groups of colonies.

GOVERNMENT: Reigning Queen and Empress, *Victoria I.*, born at London, May 24, 1819; daughter of Edward, Duke of Kent, and granddaughter of George III.; ascended the throne at the death of her uncle, William IV., June 20, 1837; crowned at Westminster Abbey, June 28, 1838. Married Feb. 10, 1840, to Prince Albert of Saxe-Coburg-Gotha; widow Dec. 14, 1861; offspring, eight children, of whom Albert Edward, the second child, is Prince of Wales, and heir apparent to the throne. The queen reigns in her own right, holding the crown both by inheritance and election.

The queen's annual allowance "for the support of Her Majesty's household, and of the honor and dignity of the crown," is £385,000.

CABINET MINISTRY: (1) First Lord of the Treasury and Chancellor of the Exchequer—Right Hon. William E. Gladstone, born 1809, Prime Minister.

(2) Lord High Chancellor—Lord Selburn, born 1812.

(3) Lord Pres. of the Council—John P. Spencer, born 1835.

(4) Lord Privy Seal—Geo. J. D. Campbell, Duke of Argyll, born 1823.

(5) Secretary of State, Home Dept.—Rt. Hon. Sir William Harcourt, born 1827.

(6) Sec. of State, Foreign Affairs—Granville Geo. Leveson Gower, Earl of Granville, born 1815.

(7) Sec. of State for the Colonies—Earl Kimberly, born 1826.

(8) Sec. of State for India—Rt. Hon. Marquis of Hartington, born 1833.

(9) Sec. of State for War—Rt. Hon. Hugh C. E. Childers, born 1827,

(10) First Lord of the Admiralty—Thomas Geo. Baring, born 1826.

(11) Chancellor of the Duchy of Lancaster—Rt. Hon. John Bright, born 1811.

(13) Prest. of the Board of Trade—Rt. Hon. Joseph Chamberlain, born 1835.

(14) Prest. of Local Gov. Board—Rt. Hon. Joseph G. Dodson, born 1825.

The average duration of each ministry since 1714 has been three years and eight months, a limit corresponding nearly to our Presidential term of four years.

THE LEGISLATIVE DEPARTMENT: Parliament is made up of two bodies; (1) *The House of Lords*, and (2) *The House of Commons*. The Upper House consisted in 1880 of 537 members, made up of 5 blood-royal peers, 2 archbishops, 21 dukes, 20 marquesses, 128 earls, 32 viscounts, 24 bishops, 261 barons, 16 Scottish representative peers, and 28 Irish representative peers.

The Lower House has 658 members, representing and elected by counties, cities, and boroughs. Parliament usually holds annual sessions of six months, and ends with a prorogation from the queen, either in person or by proclamation.

National Journal of Education.

PENSIONS FOR TEACHERS.

The question of pensions for teachers is debated more and more each year. There are those who desire a pension as a just recompence for years of unpaid labor; there are those who think the teacher should save his money like any other person and not depend on the government for aid. In Canada a plan is employed that meets with favor from some; by others it is held in contempt; there a fund has been created and is managed as follows. In 1853, a grant of $2,000 was made by the Legislature in aid of teachers who had grown too old for the service. In the next year, 1854, a bill was passed, the principal provisions of which were: — That all teachers desirous of availing themselves of the benefits of the fund should, from that time, subscribe to it at the rate of four dollars per annum. That they should attain the age of sixty years, unless disabled earlier, before participating in the fund. That upon the teacher retiring from the profession on account of age or ill-health, he should be paid at the rate of not more than six dollars per year for every year he had taught in Upper Canada; and in the event of the fund for any year not being sufficient to pay at the rate of six dollars per year, then the fund was to be divided *pro rata* among those entitled to it.

And here we notice, the subscription was *not* compulsory. Let us see how it worked. In 1860, the grant was $4,000, the subscriptions for the year were only $349. In 1867, the grant was $4,500; subscription was $22; in 1868, the subscription was $231. The teachers in active service took little or no interest in the scheme. In 1871, the male teachers were compelled by law to subscribe. If he leaves the profession one half is returned to him. If he dies the whole amount with interest is returned to his representatives. It appears in 1878, $12,240 were collected from 3,060 male teachers, There was paid out $41,192, to 339 persons so that the government granted $28,952. This would average about 700 dollars each; but it is divided in proportion to the years taught in Canada.

"The teacher's work is principally directive, and he should avoid giving decisions with the air of authority, for the good to the pupils comes from the thoughts elicited, rather than from the conclusions stated."—*Johonnot.*

TEACHERS' INSTITUTES.

BY TIMOTHY MORONEY.

A PAPER READ BEFORE THE TEACHERS' ASSOCIATION OF MISSISSIPPI, AT THE LAST ANNUAL MEETING—AND PUBLISHED IN THE LOUISIANA JOURNAL OF EDUCATION BY REQUEST OF THE ASSOCIATION.

In the advancement of the business of teaching from a grade almost menial to the dignity of an honorable and learned profession, the Teachers' Institute has been a most efficient factor.

The present generation of teachers can not readily comprehend the fact that not long ago, even in this enlightened country the business of teaching was yet scarcely removed from the grade of the commonest avocations, and he who was engaged therein had but a comparatively inferior social position.

The progress of ideas, the increased importance of learning, and its general diffusion among the masses, but especially the rapid advancement of the teaching body in general knowledge and professional, skill have changed all this, and to day the business of teaching is recognized as one of the liberal professions and the teacher has a public and social position equal to his rank in his profession. The beginning of the revolution in the public estimate of the teacher's worth can be traced to the time when teachers institutes began to develop the science of the profession, and good teaching having become the rule among teachers, their greatly increased efficiency soon gained for them the esteem that had never been shown to the average school master.

It would be interesting to trace the history of this change from small beginnings here and there through the numerous stages of progress to the present status of the profession. From the chance meeting of a few teachers at some country school house to the regular and stated assemblages, well organized and under the direction of the most enlightened in the county.

From the accidental discussion of some petty care or local grievance to the methodical investigation of all the facts and conditions with which the teacher has to deal, and finally a development from the varied experience of the teaching body, of a system of facts, truths and principles constituting a complete science with numerous schools and academies for its study, there taught by learned professors who take rank as high as the learned of other professions and whose work is encouraged even more liberally by the public sentiment of the country crystallized into judicious laws and giving substantial aid in every necessary form.

The Normal School is performing a valuable work, but even where these are most abundant they are able to perform but a small part of what is to be done for the great body of teachers. That work is best done by the Institute, organized annually or oftener, continuing for a week or a month, or even longer, and supplemented frequently by monthly or even weekly local meetings of teachers for a day or two, or for an evening where leading and experienced teachers instruct in topics of interest to the young and inexperienced, or frequently even these young teachers, without any leadership whatever, but prompted by their own zeal and enthusiasm boldly grapple with the intricate problems of their profession and in the interchange of thought, frequently find ready and sensible solution of the difficulties confronting them.

Here in Mississippi, where we have no Normal schools, save only one for colored teachers, whose influence is almost local, and where we are not likely to have any more very soon, we must for a long time to come, depend wholly on Institutes for the training of our teachers and the advancement of schools, if our teachers are to have any training or our schools to advance. And the Institute is no bad dependence after all. Under no condition of things likely to exist in this country can the Teachers' Institute be dispensed with—while a systematic course of institute work steadily pursued through a series of years, would render Normal training schools superfluous.

The necessity for Normal training among the teachers of Mississippi is very great indeed, though by no means

greater than elsewhere, in States where the public school system is comparatively new and in process of development; and this necessity will continue to exist in a greater or less degree.

For the great body of our teachers here, as elsewhere, is made up of half-taught youths, of both sexes, who seldom contemplate teaching while pursuing their usual school studies, and therefore, have made no special preparation for the work into which they enter as much by chance as design; and wherein they expect to remain but a few years at the longest, but look forward to some occupation more satisfactory or at least more remunerative.

Persons of skill and ability cannot be expected to remain at an occupation which affords but poor compensation, and as but a small per cent. of the teachers can obtain permanent and fairly profitable employment, the great majority of teachers will constitute a constantly changing body, a certain proportion of which is annually leaving the profession to be succeeded annually by raw recruits, who, in their turn, and about the time they acquire a fair degree of skill pass away to other occupations to be succeeded by material as raw and inefficient as they themselves were originally.

As it is idle to lament over a state of things that cannot be altered, so it is the duty of sensible men to make most out of the opportunity and material at hand, to render this ever changing mass of teachers as efficient as possible, and to act with the hope and purpose of so improving the *business* of teaching as to retain as many of the best as can be induced to remain. And in contemplating measures to this end, every thought of legislation would be laid aside. While it is an undoubted fact that laws might be enacted which would greatly help the matter, it is also a fact that favorable legislation on school matters is a most difficult thing to obtain, even under the most favorable circumstances. It is a very easy thing for the experienced teacher or school officer to prepare a school bill whenever ample and just provision is made for the creation of a system of public education, complete in every essential particular, and he may reason to himself, the simple man, that such a bill must certainly prove acceptable to any legislature. But let him wait till his excellent measure has run the gauntlet of committees, been torn and broken and disjointed in every part, and then patched and mended and put together any how, and at last launched forth upon the public—if indeed it is not literally destroyed on its way—an unwieldy, mis-shapen, and unrecognizable mass of verbiage—a veritable *Filius Nullius*; so completely metamorphosed that no sensible man would accept its parentage.

It is enough for our present purpose that there exists no legal impediment to success.

The way for the successful inauguration of Teachers' Institutes is open in Mississippi to those who will attempt it. Indeed, they have already been successfully inaugurated, and have already borne rich fruit in the countries that have employed this means of advancing their educational systems. And the means are at hand for their systematic and successful introduction in every county of the State.

I will not here attempt the details of the work of a Teacher's Institute, such as would produce the best results in our peculiar conditions.

The work of Teachers' Institutes has become a branch of the Teaching Profession and men and women who are noted for their proficiency in this specialty, are in great demand, where Institutes are general.

And numerous hand-books are extant which treat systematically on this subject and effort great assistance to the inexperienced.

But the most successful Institute Teacher would fail in Mississippi unless he made a careful study of our educational wants, conditions and peculiarities, and was skillful enough to deal with these in a sensible and acceptable manner.

And the most learned treatise on this subject would lead to complete failure, if its plans and methods, matured in other sections and resulting from widely different conditions, were here followed without the most careful discrimination.

As we are developing a system of Public Education peculiar, if not to our State, at least to our section, so must

we develop a system of institute work out of our own conditions and exactly suited to our own peculiar needs.

The organization of a Teachers Institute in every county of the State should be attended by each county Superintendent during the summer vacation or at some other convenient time of the year.

The Co Superintendent should urge the attendance of all the teachers, even require it by the fullest exercise of his official influence and authority, and during a session of one or two weeks at first, and longer afterwards, he should pass the teachers in review over the studies they are required to teach, confining them as much as possible to the common branches of education, and not only instruct them more fully in these branches, but especially teach them the best methods of teaching these branches to others

He will find plenty to do in both respects; for the great majority of teachers are but indifferently educated and stand very much in need of all the instruction they can obtain in the subject matter of their text-books.

And a still greater number are devoid of any knowledge of principles or method in teaching, and the most elementary instruction in this respect will be a vast acquisition to them.

No attempt should be made, except perhaps in rare cases, to teach either the subject matters or methods of any but the branches usually taught in the common grade of schools; for it is to the teaching of these that the average teacher must give his whole time and it is these branches only that the average pupil will study.

Each teacher in attendance at an institute should understand that he is for the time being but a pupil and he should devote himself to study with the same zeal which he himself expects of his pupils.

Each teacher should be fully supplied with the text books used: and these institute text-books should always be the same as those prescribed by the authorities for use in the county, and this rule should not be departed from, except for some very special reason.

It is a universal complaint of the leading school officers and teachers not only here, but in other Southern States that the great body of the teachers are greatly averse to the use of improved and advanced text-books, and show great hostility to their introduction, much preferring the use of old and even antiquated books long since discarded elsewhere, and for many years published only for use in our section.

Several years experrience in dealing with this difficulty, every phase of which I have encountered with more or less success, has satisfied me that while the complaint is true, yet, the teachers complained of are hardly blamable.

Nearly all the modern text-books are the work of thoroughly practical teachers eminent in their profession, and all these books are based upon the most approved methods of teaching.

These books are in fact the out growth of a generation or more of Institute Teaching, and all to a greater or less degree, the embodiment of the most approved methods developed by institutes.

Teachers who know nothing of the science of their profession, have no knowledge of modern methods of teaching or no genius for appreciating these methods as developed in the text-books, will naturally prefer the use of the antiquated books, because they have themselves been students in them and can teach them as they have seen them taught. A little institute teaching in the modern books will greatly facilitate their successful use; and this in turn will greatly advance both the teacher and pupil.

Again the conductors and instructors of these institutes should be chosen from our own teachers.

We have as much talent among our teachers and leading school men as can be found any where, and let the demand for institute instructors spring up and plenty will be found to prepare themselves thoroughly to meet this demand.

Besides our own men can deal better with our own conditions and will soon develop a system of institute training that like our public school system will be wholly Mississippian, and "racy of the soil."

These institutes can be readily be made not only self-sustaining, but even, as elsewhere, afford good compensation to those who will devote their spare time to the work.

Teachers in attendance should be required to pay a weekly or monthly tuition fee, and the sum generally required of the average grade of pupils in private schools would be readily paid, and would afford means of paying the instructors and all the incidental expenses.

In dealing with the question of race among teachers, the system of the public schools should be adhered to. Where the number of teachers, of either race, is not great enough to warrant the expense of an institute, then the County Superintendent should arrange a plan of cöoperation with some adjoining county readily accessible to his teachers.

In arranging for institute work in any county, a carefully selected plan should be made before the institute is announced, every detail should be looked after; every foreseen difficulty fully provided for and a wide margin left for things unforeseen.

The cöoperation of the most intelligent, influential and public spirited citizens should be secured, as far as possible, with view of creating and fostering a public opinion favorable to institutes, which public opinion will have a powerful effect on the hostile or indifferent teacher, and, those classes will soon come to feel it as much their duty to attend annually the county institute, as they now do the annual county examination, which once met with so much hostility.

The county superintendent is the only man in a county who can make a Teachers' Institute a success; and if, in any county, the superintendent will not take hold of the matter, or will act only in a half-hearted way, it need not be touched by any other.

It is not necessary that the superintendent shall be the instructor of the institute, provided he has secured others who are competent. But the teachers of the county will respond only to the summons of their superintendent and then only when they know him to be thoroughly in earnest. With all the conditions as favorable as possible the chances are even that the first attempt will be either a downright failure or but a partial success.

But a careful study of the conditions of success, and a judicious perseverance in the work will soon render it completely successful and from small beginnings—the only beginnings ever productive of great results—the Mississippi school system, will rapidly push itself to maturity, in which it would reach a state of perfection not excelled by the boasted systems of a half century's growth.

ORIGIN OF ARITHMETICAL SIGNS.

1. The sign of addition is derived from the initial letter of the word plus. In making the capital letter it was made more and more carelessly, until the top part of the P was placed near the center; and hence the plus sign was finally reached.

2. The sign of substraction was derived from the word minus. The word was first contracted into m n s, with a horizontal line above to indicate the contraction; then the letters were omitted, which left the short line ——.

3. The multiplication sign was obtained by changing the plus sign into the letter X. This was done because multiplication is a short method of addition.

4. Division was formerly indicated by placing the dividend above a horizontal and the divisor below. In order to save space in printing, the dividend was placed to the left and the divisor to the right, and a dot was written in the place of each.

5. The radical sign was derived from the initial letter of the word radix.

6. The sign of equality was first used in 1557. It was used in order to avoid repeating the words "equal to."

Perseverance Brings Success.

We must not hope to be mowers,
And to gather the ripe gold ears,
Unless we have first been sowers,
And watered the flowers with tears.

It is not just as we *take* it,
This mystical world of ours;
Life's field will yield as we make it
A harvest of thorns or of flowers.—*Goethe.*

The Louisiana Journal of Education

Devoted to the Interests of Education, Public and Private, At Home and Abroad.

EDITORS AND PROPRIETORS,
ROBT. M. LUSHER, WILLIAM O. ROGERS
NEW ORLEANS, LOUISIANA.

TERMS:

Annual subscription, 10 numbers, $1 00 in Advance.

Single copies, 15 cents.

ADVERTISING RATES.

Space.	1 Mo.	2 Mos.	3 Mos.	6 Mos. 5 Nos.	1 Year 10 Nos.
One page,	$15 00	$25 00	$35 00	$50 00	$80 00
Half page,	10 00	15 00	25 00	35 00	50 00
Quarter page,	6 00	10 00	15 00	25 00	35 00
Eighth page.	4 00	6 00	10 00	15 00	25 00

All subscriptions, business letters, and other communications, should be addressed to the LOUISIANA JOURNAL OF EDUCATION, Box 1609, New Orleans Post Office.

Educational Intelligence.

Countries.	School Population	Number of Pupils	No. of Teachers.
United States..	14,962,336	9,424 086	272.686
Austria..... ..	3,122 863	2,134.683	31,196
Eng'd & Wales..	2,500,000	1,208,016	69.527
France	6,409,087	4,716,935	110,709
Hungary.....	2,127,950	1,559,636	20,717
Italy....	4,527.582	1,931,617	47,085
Japan.....	5,251,807	2,162,962	56,825
Prussia.....	4.396,738	4,007,776	57,936
Russia.....	15,000,000	1.213 325	.....
Spain.....	2,603,265	1,410.476	29 022
Sweden	765,645	598,354	9.311
Switzerland....	441,794	411,754	10,156

From Table prepared by U. S. Bureau of Education. Hon. Jno. Eaton—Commissioner.

NATIONAL EDUCATION.

PROGRAMME OF THE NEXT MEETING OF THE NATIONAL EDUCATIONAL ASSOCIATION AT ATLANTA, GA.

We have obtained from Hon. J. H. Smart, president of the Teachers' National Educational Association, the programme of the annual meeting of the association, which meets at Atlanta, Ga., July 19, 20, 21, 22. It will be seen that the subject to be discussed are of importance, and that the men selected to speak are among the most prominent educators in the country.

The programme is as follows.

Twentieth annual meeting of the National Educational Association, to be held at Atlanta, Ga., July 19, 20, 21, 22.

Tuesday, July 19—Morning Session.

Address of Welcome—Hon. Alfred H. Colquitt, Governor of Georgia.

Inaugural Address—By the president of the association, Hon. J. H. Smart, Indianapolis, Ind.

Paper: "Lines of advance"—Prof. C. C. Rounds, president Main Normal School.

Paper: "What shall we teach in our elementary schools?"—A. J. Rickoff, LL. D., superintendent schools, Cleveland, O.

Afternoon Session.

Department of elementary schools.

President's Address—O. V. Tousley, superintendent schools, Minneapolis, Minn.

Paper: "The philosophy of illustration"—Hon. J. J. Burns, ex-State commissioner of schools, Columbus, O.

Paper: "Education of the sensibilities"—John W. Dowd, superintendent public schools, Toledo, Ohio.

Paper: "Scientific Education"—Hon. Charles L. Loos, member of the State Board of Examiners, Dayton, O.

Evening Session.

Address: "Education and the building of the State"—Hon. John Eaton, United States Commissioner of Education, Washington, D. C.

Wednesday, July 20—Morning Session.

Paper: "Some essentials in the development of a school system"—Hon. D. F. De Wolfe, State commissioner of schools, Ohio.

Paper: "The teacher's work in the development of mental power"—N. A. Calkins, LL. D., assistant superintendent New York city schools.

Paper: "A proposed revision of the common school curriculum"—Hon. M. A. Newell, LL. D., superintendent of schools, Maryland.

Afternoon Session—Department of Higher Education.

President's Address — Rev. Lemuel Moss, D. D., president Indiana State University.

Paper: "The study of political science in college"—J. W. Anderson, LL. D., president college Marietta, O.

Paper: Motive power in the building of institutions"—Hon D. P. Baldwin, LL. D., attorney general of Indiana.

Paper: Rev. H. H. Tucker, D. D., LL. D., Atlanta, Ga.

Evening Session.

Paper: "The necessity for spelling reform."

Address; "In the same system of common school education possible in all the states"—William C. P. Breckinridge, Esq., Lexington, Ky.

Tuesday, July 21—Morning Session.

Paper: "Moral and literary training in the public schools"—John B. Peaslee, LL. D., superintendent city schools, Cincinnati, O.

Paper: "The effects of student life on the eye-sight"—A. W. Calhoun, M. D., Atlanta, Ga.

Paper: "Popular education the condition of National success"—Hon. James W. Patterson, LL. D., Superintendent Public Instruction, New Hampshire.

Afternoon Session—Department of Normal Schools.

Paper: Normal principles of education"—Prof. James Johonnot, Ithaca, N. Y.

Paper: What constitutes a normal school"—Prof. J. C. Gilchrist, president Iowa State Normal School.

Paper: "The best normal training for country teachers"—Prof. T. C. H. Vance, editor Eclectic Teacher, Lexington Ky.

Paper: "The best normal training for city teachers" — John Kennedy, New York city.

Evening Session.

Lecture: An evening in wonderland —Wm. T. Marshall, Springfield Mass.

Friday, July 22—Morning Session.

Paper: Prof. Louis Soldan, principal City Normal Schools, St. Louis, Mo.

Paper: "The leading characteristics of American systems of public education"—Hon. J. P. Wickersham, LL D. ex-State superintendent public instruction Pennsylvania.

Paper: "The lessons of the international educational congress at Brusseis"—Wm. T. Harris, LL. D., St. Louis, Mo.

Afternoon Session—Department of Industrial Education.

Paper: "The need of a system of special technical schools"—Hon. S. R. Thompson, State superintendent public instruction, Nebraska.

Discussion of paper.

Paper: "The decay of apprenticeship; its cause and remedies."

Notes.

During the session of the association a printed report on the "relation of education to crime" will be presented by a committee, of which Hon. J. P. Wickersham is chairman.

Senator Jos. E. Brown and Hon. Alex. H. Stephens and President Garfield have been invited to attend the meetings of the association.

The board of directors will meet at the Markham House on Monday evening, July 18.

The Nationalal Council of Education will meet on Monday, July 18, at 2 o'clock P. M.

The International Spelling Reform Association will meet on Monday, July 28, at 10 o'clock A. M.

NATIONAL EDUCATIONAL ASSOCIATION.

Educational officers, teachers, and other persons who can attend the meetings of this Association at Atlanta, on the 16th-19th July next, will have an opportunity of visiting many points of romantic or historic interest. The Piedmont Air Line passes by King's Mountain and Cowpens, noted as the scenes of battles during the war of the Revolution. Currahée Mountain, Toccoa Falls, and a number of other striking and beautiful scenes, afford to the passenger a panorama of grand and noble scenery.

The notable points of the Chattanooga route are Lookout Mountain, Dalton, Resaca, and Kenesaw Mountain. Such places as these are familiar to men of the South ; yet we cannot but regret our in-

ability to reproduce the eloquent descriptions of them, contained in the slip of the President of the National Educational Association.

The officers of the Southern Educational Association as found in the published minutes are as follows: President Geo. A. Chase, Kentucky; Vice Presidents, O. D. Smith, Alabama; W. B. Bonnell, Georgia; Thomas F. Hargis, Kentucky; W. O. Rogers, Louisiana; S. Y. Caldwell, Tennessee; B. Belsher, Mississippi; Executive Committee, Bernard Mallon, Georgia, Chairman, E. R. Dickson, Alabama; J. W. Kerr, Mississippi; J. E. Seaman, Louisiana; H. D. Wyatt, Tennessee; S. T. Lowry, Kentucky; Secretary, T. C. H. Vance, Kentucky; Reporting Secretary, J. H. Chappell, Georgia; Assistant Secretary H. D. Wyatt, Tennessee.

STATE SCHOOL FUNDS.

A published statement shows that three appropriationments of school funds have been made to the parishes, by Superintendent E. H. Fay, during "the last five or six months." The first apportionment was of "moneys received from the free school fund"—the interest due Townships, $30,320 10, of which the city of New Orleans, received $35 96. The second is described as derived from "funds from the interest tax," aggregating, for all the parishes, $68,750 00, of which the city of New Orleans received $14,236 75. The third, from the same source, aggregated for all the parishes, $54,769 00, of which the city of New Orleans received $11,389 40.

The revenue derived from the one mill State tax for the support of the public schools, will doubtless be appropriated, later in the year, for the continued sessions of the schools.

The schools of Plaquemines Parish, we are gratified to learn, are to continue in session for eight continuous months, so as to afford thoroughly efficient instruction to all the children in attendance. Other parishes should have an equally useful system of free public schools.

CARNATY INSTITUTE FOR YOUNG LADIES.

There was a pleasant re-union of the friends of this Institute, on the evening of June 17th, to enjoy the rich and varied exercises appointed for the occasion. The compositions of the young ladies displayed excellent taste, and were expressed clearly and with admirable diction; those in the French language being read with remarkable purity of accent. "A dialogue for little folks," in which the *petite* Irene personated the mother of a sick child, and the graceful Emma, the learned physician, afforded unbounded amusement to all the audience. The performances on the piano were all skillful and pleasing, reflecting great credit on the young performers and their able and enthusiastic professor, Monsieur Emile Richard.

Diplomas and the honors of the Institute were awarded, with appropriate remarks, to Miss Olive A. Freret, and Miss Anna L. Henderson, graduates; and the young ladies were then congratulated by their friends in the joyous manner customary on such occasions.

SYLVESTER-LARNED INSTITUTE.

The spacious First Presbyterian Church was filled on Thursday evening, June 9th, on the occasion of the commencement exercises of the Sylvester-Larned Institute. Some fine organ-music was given by Paolo F. Campiglio, Esq., and Miss B. Mahan. Also, the large audience much enjoyed a soprano solo, by Miss Affleck, and two quartette selections, for male voices, by Messrs. Méttéyé, Tracy, Sumner and Bremer.

The annual address was delivered by Rev. J. W. Flinn, and was a noble production, full of fine thoughts and elegant diction.

The diplomas were given to the graduates by Rev. B. M. Palmer, D. D. L.L. D., President of the Board of Trustees of the Institute, with an eloquence and feeling which added much to the interest of the occasion.

LOCQUET-LEROY INSTITUTE FOR YOUNG LADIES.

The commencement exercises of this well-known Institute, at 290 Camp st., were held on the evening of Thursday, June 23d, and enjoyed by a very large and appreciative audience. The programme sparkled with brilliant compositions and musical gems, reflecting great credit on the students. The young Kindergarteners, in their songs, attracted the hearty applause of the audience; while the more elaborate and beatiful harmonies of the Misses Moore and Bonnecaze commanded intense admiration. The voluntary songs of Madame Nott created enthusiasm.

The compositions in both English and French, were well written and distinctly read; that of Miss P. Levy exhibiting great originalty and humor, and the valedictory of Miss V. Raymond neat diction and great warmth of expression.

Diplomas and gold medals were awarded to the graduates, Misses Victoria Raymond, Dixie Lee Simms and Pauline Levy, and, among the Juniors, Miss Julia Caspari was loaded with medals and other beautiful gifts. The exercises throughout did honor to the teachers of the Institute under the general direction of Miss C. W. Moise, the Principal.

UNIVERSITY OF LOUISIANA.

The commencement exercises of the Academical department took place at Grunewald Hall, on Wednesday, June 29th. The Annual Address was delivered by Hon. W. W. Howe.

Medals were delivered by Prof. R. H. Jesse, Dean—to the leading students in the schools of Latin, Mathematics, Ancient, Roman and Greek History; and also to the best Elocutionist, and the author of the best English Essay.

Mr. John H. Kennard, Jr., received the medal for Mathematics and Elocution, Johnson Armstrong, Jr., the medal for Ancient History.

The medals are given from the interest on funds left for the purpose, by those friends of education—Judah Touro, and Glendy Burke.

Diplomas were awarded in the school of English language and literature—the results of three years hard study. Certificates of Distinction were awarded to members of the Junior and Intermediate classes of Latin, Greek, French, German, Mathematics, English, and in the Junior class of Physics.

The exercises of this occasion were very interesting and evinced a high standard of scholarship. The Faculty of Instruction is very able and the Institution, notwithstanding its comparatively recent establishment, has taken high rank for sound and progressive scholarship.

STATE UNIVERSITY AND AGRICULTURAL AND MECHANICAL COLLEGE, BATON ROUGE.

The commencement exercises of this Institution will take place on Monday, 4th July, 5 p. m., when, after the announcement of distinctions and delivery of certificates, an oration will be delivered before the Alumni, by our cultured friend, Major W. T. Mellen, of New Orleans.

The annual sermon will be preached on Sunday, July 3d, by the Rev. John N. Galleher.

We regret our inability to attend these interesting exercises, and, particularly, to witness the graceful movements of the cadets and their friends, to which we have been invited through the courtesy of Prof. Thos. D. Boyd.

STRAIGHT UNIVERSITY.

The graduating exercises of the class of 1881, of this prominent institution for the education of colored students—were held in the Central Church, on Liberty Street, and were witnessed by a large and an interested audience. The programme of the occasion was varied, showing an extensive range of attainments by the graduates and members of the school. The Diplomas were conferred by the President of the University—Rev. W. S. Alexander—whose faithful services in this Institution are heartily recognized by all true friends of Education. He has had an important work to do—and he has brought to the task the zeal, faithfulness, and executive ability essential to successful results.

NEW ORLEANS PUBLIC SCHOOLS.

In the City of New Orleans there are 54 public schools and 406 teachers employed therein—the average attendance of pupils being about 17,660. These are distributed in the municipal districts, as follows:

First District.

Schools—White Pupils,	8	Teachers	78	Pupils	3,659
Schools—Colored Pupils,	2	"	15	"	736
Total, 1st. Dist. Colored....	10	Teachers	93	Pupils	4,396

Average number of White Pupils to teacher 47
Average number of Colored " " " 49

Second District.

Number of Schools, White—	6	Teaceers	50	Pupils	2,252
" " " Colored—	2	"	15	"	729
Total, 2nd. District	8		65		2,981

Average number of White Pupils to teacher.....47
Average number of Colored " " " 49

Third District

No. of Schools—White,	8	Teachers	73	Pupils	3,128
No. of " Colored,	4	"	20	"	829
Total, Third District	12		93		3,947

Average number of White Pupils to teacher.....43
Average number of Colored " " " 41

Fourth District.

No. of Schools—Whites,	8	Teachers	64	Pupils	2,631
No. of " Colored,	3	"	20	"	874
Total 4th. District.....	11		84		3,505

Average number of White Pupils to teacher.....41
Average number of Colored " " " 44

Fifth District.

No. of Schools—Whites,	1	Teachers	11	Pupils	420
No. of " Colored,	1	"	8	"	392
Total 5th. District.....	2		19		722

Average number of White Pupils to teacher.....38
Average number of Colored " " " 38

Sixth District.

No. of Schools—Whites,	5	Teachers	20	Pupils	886
No. of " Colored,	1	"	8	"	374
Total 6th. District.....	6		29		1,260

Seventh District.

No. of Schools—White,	2	Teachers	8	Pupils	277
No. of " Colored.	1	"	6	"	320
	3		14		597

Average number of White Pupils, to teacher.....35
Average number of Colored " " " 53

Recapitulation.

Total, No Schools—White,	38	Teach	304	pupils	13,253
" " " Colored	14	"	93	"	4,165
Total,.....	52		367		17,418
High Schools—	2	Teachers	9	Pupils	251
Grand Total Schools	54	Teacher	406	"	17,669

CITY SCHOOL BOARD.

Two meetings of the City School Board were held during the month of June—the regular monthly meeting June 1, and a special meeting, June 8th.

The report of the Special Committee on the readjustment of the salaries of the teachers and the regrading of the schools was rejected by the Board—except a recommendation contained therein, that the payment of salaries be continued during the summer vacation, which was adopted.

The Committee on Teachers recommended that no action be taken by the Board in case of unassigned teachers suing for reinstatement, or for salary during unemployed term--until the legal rights of the School Board, in the premises, have been determined by the Supreme Court, before which body the question at issue is now pending upon appeals from two opposing decisions in the lower court—which was adopted.

Professor J. V. Calhoun was elected Vice principal of the Boys' High School and his salary increased twenty five dollars per month.

We are gratified to learn that Mrs. Seeman, the wife of our esteemed Professor J. E. Seeman, Principal of the Boys' High School of this City—recently carried off the first honors in a competitive Examination, held in St. Louis, Mo, on the subject of Kindergarten Work. Mrs. Seeman spent the last session in perfecting herself in this important branch of Educational Work, under the most favorable circumstances which St. Louis could afford—and her success has been so marked as to elicit the commendation of Miss Blow, and other eminent judges.

TESTIMONIALS.—The number of Testimonials given this year is about 5.000. They will be confined to the Principals' Departments. This limitation is based upon the fact that the session just closed has been very unfavorable for a uniform standard in scholarship and attendance. The average absence has been unusually heavy, though the causes have very generally been unavoidable. Many pupils who remain in the schools to complete their grammar grade studies, pass from the Principals' Departments to active business pursuits, and it is pleasant and useful for them to posses some evidence of their honorable record during their school life. The Testimonials are, consequently, agreeable souvenirs and are of practical value as credentials. Pupils

of lower grades receive rewards of merit from their teachers and are placed on rolls of honor—while the Testimonial is reserved as a secondary diploma to mark the completion of grammar school course in our public schools.

(From Claiborne Guardian.)

HOMER COLLEGE.

We are pleased to learn that there is a prospect of getting Prof. James W. Nicholson to take charge of Homer College. Prof. Nicholson has no superior as a teacher, and we feel satisfied that he would build up a school here, in Homer, second to none in the State. Prof. Smith, who at present has charge of the school, is an excellent teacher, and at this time has a very good school. With Prof. Nicholson associated with the College it would have a faculty which it would be difficult to excel. The College building is now the property of Mr. G. G. Gill, an enterprising and liberal business man, who will put the building and grounds in first-rate repair. By the College passing into the hands of Mr. Gill the denominational feature of the school has disappeared, which has, in our opinion, heretofore been a hindrance to the prosperity of the school. The College is now upon a better basis than ever before, and there is no reason why we should not have a school of which the entire community would be justly proud. We desire to see Homer College built up. A good school would be of great advantage to the town in many respects, and every citizen should manifest a lively interest in advancing and encouraging a good school. We trust that Prof. Nicholson will find it to his interest to assume control of our school. Should the school be so fortunate as to secure his services, there will be no question of its success.

LAFOURCHE.

The report of the Parish Superintendent, S. T. Grisamore, Esq., and *ex-officio* Secretary of the School Board of the parish, dated February 8th, 1880, gives the following data as to the attendance of pupils in the public schools:

October, 1880: 10 white and 9 colored schools.

White pupils: Boys, 244; girls, 187, enr'l'd .431
Col'd pupils: Boys and girls 433

Average attendance, 699, on enrollment of .864

November, 1880: 18 white and 12 colored schools.

White pupils: Boys, 409; girls, 289.. .. 698
Col'd pupils: Boys and girls 585

Average attendance, 908, on enrollm't of 1,283

December, 1880: 19 white and 11 colored schools.

White pupils: Boys, 420; girls, 322..... 742
Col'd pupils: Boys, 232; girls, 183..... 415

Average attendance, 905, on enrollm't of 1,157

January, 1881: 17 white and 9 colored schools.

White pupils: Boys, 375; girls, 295 670
Col'd pupils: Boys, 149; girls, 132.... 281

Average attendance, 817, on enrollment of 951

The superintendent properly adds: "It is a sad fact that many parents do not appreciate the value of an education for their children, and retain them at home for trivial reasons, and often for none whatever." A distribution of merit cards is expected to awaken a greater interest in popular education in this parish.

CALIFORNIA.

STATE NORMAL SCHOOL AT SAN JOSE.

This valuable Institution of Learning, for the professional training of teachers for the public schools of California, contained, for the school year ending June 2d, 1881, 52 students in its senior class; 181 in its middle; 199 in its junior, and 57 in its preparatory class. In the training school, were 101, additional; making the aggregate attendance 590 students. The course of instruction was quite extended, including five years' study; and thirty-four graduates, from the senior class, who had completed the full course of study, training, and practice, were reported as entitled to diplomas.

The Legislature of California had generously appropriated $100,000 for the erection of a suitable building for

this Normal school, and, also, $50,000 for a branch State Normal school in the county of Los Angelos. A legitimate pride in the success of the San Jose State Normal school was also manifested in an additional appropriation of $25,000 for improving and beautifying the Normal school square in that city.

Louisiana, in *ante-bellum* days, supported a State Normal school When, we would earnestly inquire, will she establish and maintain another, that may vie in fame and usefulness with those of her sister States? Or, how long will her educational authorities neglect enforcing an act of the last Legislature, by which the State might be relieved of the necessity of depending, exclusively, upon a noble stranger's benevolence for the existence of the two Normal schools now in New Orleans? Will not our State Board of Education seek immortality by prompt action in this direction, and in the establishment of Normal departments, or teachers' Institutes, in the rural colleges?

TERRITORY OF MONTANA.

The annual Report of the Superintendent for 1880, shows that, during the year, or on an average of 96 days, there were 153 schools in the Territory, attended by 3,970 pupils (average, daily, 2,506), in charge of 161 teachers (62 males and 99 females). The average monthly pay of male teachers was $71 64, and of females $56 41; the cost, per pupil, $2 95 per month. The average rate of county tax, in mills, was 3.6; and the school revenue from all sources $78,729 94. The schools were under the supervision of ten County Superintendents, whom the Territorial Superintendent describes as neither "eminent as teachers, men of letters, nor school experts." "The blind," he says, "are thus made teachers of those who see." He therefore recommends that "County Superintendents" be dispensed with, or rather superseded by "a few men of brains, well educated and eminent in teaching ability, or educational experts." He wisely desires the use of the "business sense in school supervision, at large, that is used in town and city school supervision; and he significantly adds that" in successful experiments, the superintendent does not hold his place by virtue of having the keys of the Treasury in his pocket."

BALTIMORE, MARYLAND.

The fifty-second annual report of the Board of Commissioners of public schools of Baltimore, the frontispiece of which is a beautiful lithographic view of the "Eastern Female High School"—a neat and convenient structure—gives a complete and an interesting account of all the schools of the monumental city. The school statistics exhibit the system as consisting of 1 city college, with 560 pupils; 2 female high schools, with 846 pupils; 38 grammar schools, with 10,660, and 59 primary schools, with 15,652 pupils. In addition, there were 5 public (formerly English-German) schools, with 3,440 pupils; 14 colored day schools, with 4,139 pupils; 4 colored evening schools, with 781 pupils; 1 white evening school, with 184 pupils, and 1 Normal school, with 75 students. The aggregate number of white pupils was 31,417, and of colored 4,920; the number of *pay* pupils, 12,496, and of *free*, 23,841, all under 104 male and 718 female teachers. The cost per pupil attending was $20.60, current expenses. The average annual salary of the teachers was $584; and of those now employed, 634 were educated at high schools or academies, 88 at Normal schools, 38 at colleges or universities, and the others at private schools. The appropriation for the support of the school system was $620,000. 59 school buildings were owned by the city, valued at $1,100,000; five others were rented for the use of the schools. We regret our inability to give other interesting data from this report, for a copy of which we are indebted to the city supt., Hy. E. Shepherd, Esq.

CALIFORNIA.

State Superintendent, Fred. M. Campbell, has issued a circular, the object of which appears to be to correct erroneous impressions concerning advantages offered by his State to the employment of teachers from abroad. He says that

the supply in the State is greater than the demand—that certificates must be obtained after an examination and are good only for one or two years—and that the salaries paid are not of the figures commonly supposed. For example the average salaries paid to male teachers during the past year, was less than $85 per month, the sum paid to same class in New Orleans. It is intimated that the applications for information or for position, are so numerous, as to render it necessary to interpose the printed circular for the protection of school authorities.

In the sections of our country afflicted with the migratory mania, there is doubtless a standing sign-board pointing to California—as the El Dorado of the impecunious. Brilliant imaginations still see on the western slope, the end of the rainbow and beneath it the gems and gold. The idea that in a country so named, where the dreams and traditions of a golden age, still linger — there should be nothing more attractive to offer than hard work, rigorous examinations, and small salaries will, doubtless, prove a serious disappointment. Teachers very generally, can get hard work and scant salaries without crossing the Rocky Mountains. If any superintendent will send us a circular, showing that the schools under his charge are in need of teachers, and that the maximum of compensation is attached to the minimum of work, we promise to do our utmost to give the subject the broadest circulation. The uniformity of hard work and small pay for teachers is becoming monotonous. It is about time for a reaction and we would be glad to herald the first indications of a change for the better.

The State Superintendent of California, Hon. F. M. Campbell, in his address before the State Teachers' Association, the importance of the study of Physiology in the schools of that State. Says the Superintendent, "Take one-fourth of the time that is now given to Grammar and devote it to extra work in sentence building, composition, and criticism, give the remaining three-fourths to Physiology and we shall master the latter and have far better practical results in the former.

BOOK NOTICES.

We are indebted to Messrs. Eldredge & Bro., publishers, Philadelphia, for a copy of each of the volumes of Prof. Houston's graded system of Natural Philosophy; *No.* 1, *being Easy Lessons for Young Children,* with handsome illustrations, facilitating a comprehension of the text; *No.* 2, *Intermediate Lessons,* also illustrated, and *No.* 3, *the Elements of the Science of Physics,* for the use of schools and academies. All the latest discoveries in this interesting branch of study, are given in these volumes, and the whole explained and elucidated with remarkable clearness and force by the author. The mode of illustrating by experiment, with simple apparatus, is described, in connection with every chapter, and the syllabus and questions for review, at the close of each section, with exercises for review, in the respective volumes, render the whole series a valuable introduction to a more extended course in physics.

"Elementary Natural Philosophy for High Schools and Academies," by La Roy F. Griffin; published by Messrs. Sower, Potts & Co., Philadelphia; "Elements of Natural Philosophy, based on the Experimental Method," by Thos. R. Baker, Ph. D., and Dunglison's "New School Physiology" — publications of Messrs. Porter and Coates, Philadelphia, are valuable text-books, which we also commend to the attention of teachers of these branches. The style in each is terse and vigorous; the illustrations appropriate; and the systems of review thorough and practical.

The "New American Etymological Reader," by Sargent and May. T. H. Butler & Co., Philadelphia, publishers. A Reader of admirable selections of prose and poetry, from the best English and American authors, with "Select Etymologies" annexed to each lesson, for the exercise of pupils in the origin and analysis of words; an appropriate sequel to the study of "Bailey's" Scholars' Companion," so generally used, or to Sargent's more modern Etymology, with review exercises for practice.

Ahn's Latin Series, first, second, and third Latin books; edited by Dr. P. Heun, and published by W. E. Steiger, New York, are distinguished for clear definitions, and numerous practical exercises. A patient mastery of the inflections in the first and second books, which are so graded as to encourage perseverance, and of the rules of Syntax and principles of composition, as developed in the third book, cannot but render students of this series accurate and excellent scholars. A "Latin Vocabulary for Beginners," in the same Series, is compiled with great care and originality, and it would be a valuable aid to the teacher of Latin, in connection with any of the Grammars.

"New Manual of General History," by Jno. J. Anderson, Ph., D Part I. Ancient History, New York: Clark & Maynard, publishers, 1881.—This Manual is written in a fair, dispassionate, lucid style, and is beautifully illustrated with engravings and maps, exhibiting the heads of many great men of ancient times, and the monuments of architecture which adorned the ages of Pericles and Augustus. Explaining, in a philosophic spirit, the phases and development of civilization in the ancient world, this volume will be no less interesting than instructive to students of History in our High Schools and Academies.

Le Francçais, Monthly Review of Grammar and Literature (French.) June 6 1881. *Editor Jules Levy, Esq., Cambridge, Mass.* This number is worthy of the special attention of schools in which the French language is taught. The drama, literature, proverbs (of 14 words), correspondence, corrections of faulty phrases, charades, varieties, and much other valuable matter, are all well presented and illustrated—giving a brilliant close at the first volume of the review. The second volume will be commenced in October or sooner, and subscriptions ($1,50 per volume) may meanwhile be sent to Mons. J. Levy, 17 Story St., Cambridge Mass.

"Fifty Years of Freedom in Belgium, Education in Malta, Third International Congress at Venice, in 1881, Illiteracy and crime in France, School Savings Banks, and Education in Sheffield." Such is the comprehensive title of a pamphlet for which we are indebted to the Hon. Brueau of Education, Washington City, in which there are valuable data, illustrating the value of education as the conservator of freedom, and the relations of illiteracy to crime.

GEOGRAPHY.—Very valuable contributions to this interesting subject, have been made by the republication of two important works of Carl Ritter, late Professor of Geography in the University of Berlin. One of these books, entitled Geographical Studies—opens with a sketch of the life of Carl Ritter, whose eventful career as a student and scientist is graphically portrayed. The other work is Comparative Geography. These books are admirably adapted for advanced students who may wish to take a comprehensive review of the most important and striking features of the Earth's Surface. The characteristics of continents, the atmosphere, the vegetable and animal worlds, the relations of the forms of creation to the grand unity of Nature are explained with great clearness and eloquence. There are many passages of great force and beauty scattered through the works.

The translation is by William Leonhard Gage and the admirers of good school books are indebted to Messrs. Van Antwerp, Bragg and Co., of Cincinnati and New York, for the publication. The following passage from the Geographical studies may prove interesting.

"The works of nature have this marked distinction from works of art, that although the latter seem to bear the signs of the greatest excellence, to be consummately perfect, and symmetrical down to the smallest details yet on a close search we discover an inner connection of parts is wanting; the microscope, too, reveals an external roughness, whether it be in the most delicate fabric or the most finished mechanism, the most beautiful pictures or the most polished surfaces. But the apparent disproportions and incongruities and roughness of nature's works dissolve into a finer and nicer organization when scrutinized under the microscope."

"The longer we investigate the surface of our planet and its apparently unconnected parts, ever gaining a better knowledge of its nature, the more clearly a perfect accordance in all its relations, as well as a progressive development in them, are seen, especially if the natural sciences and history aid in illustrating their connection."

La Morale, par Paul Janet, Membre de l'Institut, etc., Paris, Libraire de Charles Delagrave, 1880.—For a copy of this instructive volume. we are indebted to Prof. E. J. Edmunds. The moral view is discussed in this work, with remarkable lucidity and force, under three distinct heads : 1st. Good or the End of Existence ; 2nd. The Law or Duty ; 3rd. Morality or the Moral Agent,—each of which is subdivided into chapters, in which the author's views are expressed in a logical and pleasing style, which cannot fail to secure the appreciative attention of all students of Metaphysics.

Duffet's New French Method, revised and adapted to the use of American Schools and Colleges by Alfred Hennequin, M. A. Instructor of French and German in the University of Michigan. Published by Van Antwerp, Bragg & Co., Cincinnati and New York —This is a very handsome volume of about 400 pages—eminently "a progressive and practical French method for the study of the French language." It is difficult to imagine a clearer or more satifactory arrangement of lessons by which the scholar is to be guided from the elements of the language to a familiarity with its idioms as used in its common speech or classic literature. The examples are full—the order of Prof. Duffet's arrangement of the parts of speech and rules of Syntax being observed in the revised edition. The treatment of the verbs is happily illustrated by tables and diagrams. Teachers of French will find it for their interest to examine this work.

Messers. Van Antwerp, Bragg & Co., have purchased from Messers. Ivison, Blakeman, Taylor & Co., the original publishers, an interest in the Standard Supplementary Readers, formerly known as Swinton's Supplementary Readers, and are prepared to furnish them for introduction and for regular supply, on the same terms at which they have hitherto been offered. These books are much admired for their excellent matter and attractive appearance.

E. Steiger & Co., 25 Park Place, New York, have published *The Dictionary of Education and Instruction*, a reference book and manual of the theory and practice of teaching, for the use of parents, teachers, and others. The value of a book of this kind can be readily seen by every intelligent teacher. Questions are constantly arising which can be readily answered by reference to this work. It consists of more than three hundred pages printed and bound in superior style, and will be sold at the low price of $1 50.

Outline of Elocution and Comprehensive Manual of Principles.—By G. Walter Dale, Vocal Culturist and Lecturer on Elocution ; author of "Talks on Elocution." "Normal Teacher" Publishing House, Danville, Ind. Teachers of Elocution will find much that is valuable in this book. The theoretical part of the subject is carefully and methodically arranged. The discussion of "vocal gymnastics introduces, in muscular practice the specific remedy for a multitude of sins of articulation." There are chapters devoted to breathing, quality of voice, dynamics, position, etc. The selections are made to illustrate these several branches of the subject. In the main, the selections are good, embracing many of the favorites to be found in most schools. The book can never become a popular one in the Southern States, so long as the author places along side of the graphic pictures of "Horatius at the Bridge," and the "Charge of the Light Brigade," such selections as "Sheridan's Ride," the "Alabama and the Kearsage," and other pieces of a rancorous, political character.

Henry A. Young & Co., 13 Bromfield Street Boston, Mass. have published an admirable collection of short poems, under the title of Gilmore's Primary Speaker. The collection is in admirable taste, remarkably free from the defects which are so often found in school room recitations. It will be a great help to teachers in the selection of suitable pieces for the recitations of young scholars.

Bingham's Elementary English Grammar, an introduction to Bingham's English Grammar, By G. W. Green, Principal of Moravian Falls Academy, Wilkes Co., N. Y. Published by T. H. Butler & Co—Philadelphia.—This little work will prove very useful to those beginning the study of English Grammar. The matter is very clearly arranged and the text sufficiently illustrated by examples to aid the young scholar in a clear comprehension of the subject. The author very wisely, we think, avoids burdening his definitions with long and difficult words, but has aimed to state the leading general principles of the study in clear and simple language. The exercises are not too numerous but have evidently been selected with care by a practical and an intelligent teacher.

Longfellow Leaflets.—We are indebted to Mr. J. C. Eyrich, the popular bookseller, 130 Canal Street, for copies of these choice selections from the prose and poetry of Henry Wadsworth Longfellow. The text is beautifully illustrated with engravings—and the work has been prepared for use at home or in the school room. Teachers would find it useful in the reading and recitation exercises of their classes. Increasing attention is being paid to the study of the best poetry, as a distinct branch in our advanced schools, and the convenient, finished, yet inexpensive form of these Leaflets will serve to give practical value to their use.

The Atlantic Monthly for July, 1881, contains some very striking articles. *Mischief in the Middle Ages* is a series of picturesque sketches—both amusing and instructive. *Sympathetic Banking*, and *The Gentlemen's Contribution to the Ladies Deposit*—both have reference to an astounding financial fraud recently imposed upon the good people of Boston, and are written in clear and vigorous style. The readers of the Atlantic will doubtless agree with us that this is one of the most interesting numbers of this popular monthly.

The Popular Science Monthly, for July.—The contents of this number are varied and interesting. The opening article, *The Races of Mankind*, is strikingly illustrated. The "beauty of the human face divine," is obviously not a universal attribute, judging from the examples given in this article. *How to prevent drowning* ought to be read by every body. *The Phenomena of Death*, may well challenge attention. Dr. Oswald contributes another of his interesting papers on Physical Education—this time *on Sleep*. Herbert Spencer furnishes number VIII. in his series on the Development of Political Institution. There is an interesting sketch of Dr. Charles T. Jackson, with a portrait—and the usual variety, entertaining and instructive, in the Editor's Table, literary notices and popular miscellany.

The June *Art Amateur* is specially strong in practical instructions for decorative work, including lessons in landscape painting in oil, in china painting and gilding, together with designs for embroidery, and a plate and six tiles for a fireplace by Camille Piton. Among the numerous attractive features, we note a page of charming sketches by Gregory, Volkmar, and other members of the Salmagundi Club, a page of drawings from pictures in the Paris Salon, a page of invitation cards by Geo. R. Halm, and a number of sketches by Leon and Percy Moran, the clever sons of Edward Moran. Price $4.00 a year; single numbers 35 cents. Montague Marks. Publisher, 23 Union Square, New York.

Louisiana—Her Resources, Advantages and Attractions, being a description of the State and the inducements offered to those seeking new homes.—This interesting pamphlet is published by the Southwestern Immigration Company—and is compiled by Wm. H. Harris, State Commissioner of Agriculture and Immigration, State of Louisiana. Much information of value to those seeking a home in our State, and many interesting facts concerning the trade and resources of New Orleans, have been condensed in this pamphlet. We are pleased to notice that among the attractions offered to immigrants are the public and private schools scattered throughout the State.

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References:
Editors of La. J. of Ed.

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Entered at the Post Office at New Orleans, La., as Second Class Matter.

Vol. III. NEW ORLEANS, OCTOBER, 1881. No. VI.

Legislative Education in Louisiana.

V.

Resuming our sketch, on this important and prolific subject, we find that, on the 12th March, 1835, the Montpelier Academy, in St. Helena, was favored with an appropriation of $1,000; and that on the 28th, $1,500 was appropriated to the Trustees of the Public School in Natchitoches, to repair and improve the academy building, and that $1,000 was allowed to the administrators of the public schools of St. Landry, to reimburse them for a similar sum advanced by them for the support of said schools in 1834. This act of justice was followed, on the 31st, by a display of legislative generosity, through which there was allowed, 1st, to the College of Jefferson $21,775, to pay a mortgage debt due the Union Bank of Louisiana, and $27,000 additional, to pay the balance due on buildings and to the banks. 2d. To Jefferson College (St. James) and College of Louisiana (at Jackson, East Feliciana), respectively, $15,000 annually, for the space of ten years, to pay the salaries of professors and to lower the rates of boarding and tuition; and 3d, to the Franklin College (at Opelousas, St. Landry) $15,000, as soon as the Directors should certify that the Collegiate Exercises had commenced. A joint Special Committee of the Legislature was also wisely appointed, to "examine annually into the condition and affairs of these Colleges."

On the 2d, April, 1835, the record further shows that, with a preamble setting forth that "the encouragement of learning is one of the first duties of an enlightened Legislature," the Medical College at New Orleans (now a Department of the University of Louisiana) was incorporated under a Board of Trustees, consisting, most appropriately, of eminent physicians and enlightened professional citizens then in New Orleans, to-wit: Drs. Thos. Hunt, John Harrison, Chas. A. Luzenberg, J. M. Mackie, Thos. R. Ingalls, Edward H. Barton and Auguste H. Cenas. This Institution, through its successive corps of able professors and gifted students, has, up to the present day, vindicated the wisdom of the statesmen by whom it was founded.

Continuing our inspection of the legislative records, we find that as early, in 1836, as January 30th, in an "Act relato the Citizen's Bank," our legislators required that bank to pay, during the existence of its charter, out of the profits to which the State was entitled, $5,000 *per annum* to each of the Colleges of Jefferson (St. James,) of Franklin (Opelousas,) and of Louisiana (Jackson, E. Feliciana,)—each of said Colleges being *bound to maintain and educate, in a complete course of instruction, free of charge, ten pupils from their congressional districts.*

In the same year, March 11th., was passed an Act to incorporate the Montpelier Academy, and to make appropriations for the same and for the College of Alexandria. The Act already enacted

as to these Institutions was prolonged and continued in force for four years beyond the "present expiration."

At about the same time, in 1836, the Public Schools of the City of New Orleans were placed in charge of Directors elected for three years' service, and to be taught by Principal and Assistant Teachers elected, for two years only, by the Regency, from a list of candidates recommended by the Directors. The Regency could dismiss Directors and Teachers, at their discretion; and the President of the Board of Regents was authorized to draw on the State Treasury for sums to meet the current expenses of the schools, until regular appropriations could be made; *provided* the amount should not exceed $10,000.

On 12th. March (1836,) the Parish of Claiborne was favored with a private Act to incorporate an Academy therein, under a Board of twenty-one Trustees, who were authorized to erect a building and to borrow money therefor; said Act to remain in force ten years.

On the 14th., public education was advanced in Catahoula Parish by the appointment of five commissioners, for the repair or the erection of a school house in Harrisonburg for the accommodation of a public school.

The opening of the year 1837 was signalized by Louisiana's acceptance of the surplus revenue from the Federal Government; the State Treasurer being instructed to receive the same and pledge the faith of the State therefor.

On Feb. 28th. an Act was passed for the relief of the "poor schools" of East Feliciana; the Administrators of the public schools of that Parish being authorized to draw on the State Treasurer for $609 under the Act of April 1, 1833, and the Treasurer "*bound*" to pay it.—On March 3d., the Rapides administrators were authorized to draw for $1000 —the annual appropriation (per Act to incorporate Montpelier Academy and College of Rapides;) *provided* that *ten* poor children should be taught *gratis* in said college; this Act to embrace the year ending Feb. 15, 1837, and the following years. On 11th March, the Parish of St. Tammany was favored with an Act incorporating the "Fellenburg Institute," under five Trustees, whose duty it was made "to apply the funds of the Institute to the establishment of one or more seminaries of learning, for the instruction of youth of either, or both sexes." This was followed, two days after, by another Act to incorporate the Covington Female Seminary, in the same parish, under seven or more other Trustees, with an appropriation of $4,000 (to be paid within a year) to aid in the erection of buildings; but these Trustees were bound to maintain and instruct, for two years, *four indigent female scholars*, to be selected by the Police Juries of the parishes composing the senatorial districts. On the same day, March 13th, 1837, Ascension Parish secured an Act to incorporate the "Louisiana Institute," a private institution on the land of S. Tillotson, East Bank of the Mississippi River; and Ouachita, the incorporation of a Female Academy, in Monroe, under seven Trustees. The lots had already been acquired, and, "because it was proper to encourage and assist public education," an appropriation was made of $1,000 per annum, for five years, to aid in building, and the administrators of the Public Schools of Ouachita were authorized to sell any portion of the public school lot in Monroe, and to erect a school house on the residue.

Under the same Act (No. 112, of March 13th, 1837,) Rapides Parish was favored with the incorporation of the "Spring

Creek Academy," (on Spring Creek, in Bayou Bœuf pine woods); and "to enable the corporation to make said Academy useful in the way of educating the poor of the parish," there was appropriated $1,000 per annum, for five years, with an obligation on the Trustees to cause *ten indigent children, each year, to be instructed gratis.*

Per Act No. 117, of the same date, there were incorporated, 1st, the "West Baton Rouge Academy," (within three-fourths of a mile of the plantation of Narcisse Landry); 2nd, the Claiborne Academy (at Homer); 3rd, the Clinton Female Academy (East Feliciana); 4th, the Avoyelles Academy (at Marksville), and 5th, the Catahoula Academy (at Harrisonburg), with an appropriation, to each, of $1,000 *per annum*, for five years, conditioned on the erection of a building for the accommodation of at least *fifty* children, and *on the gratuitous education of ten indigent scholars.* The Trustees were moreover required to report, annually, in December, to the Superintendent of Public Education, the number of children taught, and particularly of poor or indigent children; *in default of which report, or of the presence of a less number of children than ten, it was prescribed that the appropriation should be void.*

School Lands. On this important interest, the Legislature, in 1835, on March 27th, requested the Governor (Hon. E. D. White) to apply to the Secretary of the U. S. Treasury to file the location of the two townships of land granted by the General Government to the State of Louisiana by the Act of Congress of 3rd March, 1827, and empowered him (if successful in the application), to appoint one or more capable persons to make the location.

Somewhat later, on the 2d April, 1835, the citizens of Carroll Parish, in Township 17, Range 13 E., subject to jury duty, were authorized to elect, annually, three Trustees to superintend the public school in said township, and to have control of all property, funds, and revenues intended for the support and use of said school. The first election was to be held on 3rd of May, and the Trustees to serve a year and then hold an election for their successors. These Trustees were further authorized to lease, after thirty days' notice, at public auction, all the public school land in the township, upon an annual rent to be paid as fixed by said Trustees; but eight acres were to be reserved, of one acre's width on the Mississippi river, and eight acres deep, for the school building and other uses; and they were to be designated "Trustees of the Milliken's Bend Public School," with power to sue for and collect rents, and to appoint a treasurer; and to report annually to the Legislature a full exhibit of the funds and of the condition of the school.

The Administrators of the public school in Natchitoches were authorized to act in like manner, as to the "School land situated in the Parish of Natchitoches.

The appropriations paid for education, during the respective years embraced in this sketch, were as follows:

In 1835—

For the Public Schools.....		$36 020,76
" "	College of Louisiana.	15,062,50
" "	do " Jefferson.	32,000,00
" "	do " Alexandria.	1,166,66
" "	Montpelier Academy..	3,500,00
		$87,749,91

In 1836—

For the Public Schools.....		35,716,38
" "	College of Louisiana.	$22,500,00
" "	" " Jefferson.	15,000,00
" "	Montpelier Academy..	1,875,00
		$75,091,28

In 1837—

For the Public Schools		$33,068,29
" "	College of Louisiana	8,750,00
" "	" " Alexandria	500,00
" "	" " Jefferson	15,000,00
" "	" " Franklin	5,000,00
" "	Montpelier Academy	1,250,00
" "	Coving'n Female Sem	1,000,00
" "	Clinton Female Acad.	2 000,00
" "	Johnson Female Acad.	750,00
		$67,318,29

This exhibit, in connection with our sketch of the Legislation of 1835 6-7, shows with how generous a spirit our Statesmen of those years responded to the calls of the people for the establishment and support of Colleges, Academies and Seminaries, for the diffusion of education among the children of both sexes in the respective congressional districts. The poor white children were not forgotten in the enactments as to these Colleges, etc.; but it is obvious that the proportion of such children was deemed excessively small—an evidence, in itself, of the great material prosperity and consequent wealth of the people of Louisiana at that period in her history. The "public schools," also, seem to have been fostered with proper care, under the general Act providing for their support; but not yet had the public mind been convinced of the prime necessity of a general system of free public schools, liberally administered and carefully supervised by capable and faithful officers of education.

Instruction of Deaf and Dumb.

The statistics with reference to the education of deaf-mutes in this country show a marked increase in public interest upon this subject. The report for 1879 shows that the number of institutions is 53, the number of students 6,391—of whom 3,632 were males and 2,711 females. The total number who have received instructions is 19,612; number of graduates who have become teachers 262. The appropriation by the several States for the instruction of this class, during the year, amounts to $1,098,452—and the value of grounds, building and apparatus, is $6,188,937.

Thirty States have institutions for this class, supported wholly or in part, by public appropriations. In several of the Cities, as Chicago, Illinois; Portland, Maine: Boston, Massachusetts; St. Louis, Mo.; Cincinnati. O.; Erie, Pa.; and Providence R. I., there are public day schools for deaf-mutes.

There is also a National Deaf-Mute College at Washington D. C. where the course of instruction is the same as in the best American Colleges with such modifications as are required by the physical condition of the pupils. In this Institution, the peculiar method of instruction, known as visible speech—articulation and lip reading—is used for those pupils who seem most likely to benefit by this method. It is exclusively used in other institutions as in the Horace Mann School, Boston, Mass.; the Institution for the Improved Instruction of the Deaf and Dumb, New York, and the Institute at Milwaukee Miss.

Forty students, 24 males and 16 females, are reported as attending the Louisiana Institution at Baton Rouge, for 1879. The appropriation for the preceding year was $15,000 and the building, grounds, etc., is estimated at $225,000.

The last Legislature of Louisiana appropriated for the support of the Asylum for Deaf and Dumb, at Baton Rouge, including eight thousand one hundred and seventy dollars for payment of building purchased,—for the the year 1880 twelve thousand six hundred and seventy dollars; for the year 1881—fifteen thousand five hundred dollars.

An application was made to the City School Board at its last monthly meeting, for the establishment of a department in our City Schools, where this class of children could receive instruction. It is urged that these are as much entitled to the benefits of public education as the children of any other class of citizens; that the means of instruction are as available for their use as for those who are not thus afflicted and that there is no lack of well qualified teachers for this special form of work. It is also urged that a majority of the mutes in the City cannot be sent to the State Institution at Baton Rouge, through the inability of their parents to meet the necessary expenses; and, for the same reason, being unable to employ teachers in their families, the deaf and dumb are deprived of all educational advantages.

These reasons will doubtless be duly considered by the able Committee to whose care the subject was referred. Unfortunately at the present time, the Board is financially embarrassed and, if unable to meet the expenses for the system of schools as now organized may hesitate before enlarging its field of operation by the admission of new schools with enlarged expenditures.

Summer Schools.

Summer normal schools have become a marked feature in educational circles. In several points at the North there have been central points of attraction, notably the school of philosophy at Concord and the gatherings at Chatauqua and Martha's Vineyard. During the past season the movement has extended through several of the Southern States. In Texas seven Institutes have been held in different parts of the State, under charge of the Secretary of the State Board of Education, aided by prominent educators employed for the purpose. The Texas Journal of Education speaks of the success of the movement in the following terms:

The demand, or at any rate the necessity for teachers truly learned and skilled in the profession, being greater than the supply, and even greater than it is now, or likely to be practicable for our regularly established normal schools to supply, it became necessary to adopt other facilities, although mere expedients in character, to meet the demand. Experience and reason alike indicate short term normal schools, held for the convenience of the teachers during the months of summer vacation, to be the means best calculated to remedy this defect in our educational system.

Impressed with the importance and necessity for the establishment of such schools, the editor of the JOURNAL, by means of the liberal aid granted by the Honorable Trustees of the Peabody fund through their financial and general agent, Dr. J. L. M. Curry, and with the hearty concurrence of the Honorable State Board of Education, inaugurated on the 4th of July, last, seven summer Normal Institutes. As the 4th day of July, 1776, marked a new era in the progress of civil, political and religious liberty, so it is believed that the 4th day of July, 1881, marked a new era in the progress of education in the state of Texas. As the dauntless spirits of '76, on that ever memorable day, in defiance of royal menace and regardless of Tory croakings, resolved to be free, so the teachers representing the progressive element of the profession in this State, in a spirit worthy of the cause which they espoused, did, on the 4th July, 1881, notwithstanding the animadversion of the press and regardless of the croakings of some of their pedagogical brethren—resolve to abandon the 'old' and adopt the "new and progressive" education.

The earnest, progressive and faithful teachers who attended these institutes have taken a new departure, and its bearings point to nobler and grand results—results in which will be realized the hopes cherished by the founders of

the Republic of Texas when they laid broad and deep the foundation of an educational system for the benefit of generations that should come after them.

By their action, in thus meeting, they strengthened the fraternal bonds which should ever characterize the profession; they realized, in the interchange of views and comparison of professional experience, a wide and profitable field of improvement; they enjoyed the opportunity of discussing and hearing discussed, in the light of the experience of the past and according to the standard of the most approved methods, every department of pedagogical work; but more than this, they witnessed in the class drill, a practical exemplification of the truth of the theories advanced, and learned, by practice, how to apply them to the best advantage in the school room.

In the same number of the Texas journal we find (taken from the Galveston News) an account of one of these Institutes held at San Marcos. Lectures were given on Mental and Moral Philosophy, on the art of teaching, school management, and on the various branches taught in the schools. Working periods alternate with social recreation and with excursions to neighboring points of interest. Fifteen counties were represented in this particular institute and great interest taken by the citizens of San Marcos. The attendance commenced with twenty-five teachers but soon increased to over a hundred, so that for the session of six weeks there was an average attendance of sixty-five members. The report concludes with the following language:

"Believing there is immense benefit in these summer normal terms, there was a plan suggested by a committee of this institute, that during the next and following years there should be an institute established in each senatorial district, for by this means teachers are brought together, ideas exchanged, old plans laid aside and new ones adopted. As the old ox cart gives way to the rapid railway train, so the old-fashioned pedagogue gives place to the progressive, wide-awake teachers of to-day. Teachers have met here for a brief while and enjoyed social and intellectual intercourse with one another, and now, though we are far separated, the time thus pleasantly spent will serve as a bright oasis around which in coming time, no doubt, fond memory will love to linger."

Reports of the Institutes held in the other districts are equally encouraging.

Similar institutes held in Virginia, summer before the last, aroused great enthusiasm among the teachers who attended in large numbers from all sections of that State.

That teachers should voluntarily devote so large a part of their summer vacation to intellectual pursuits incident to their calling, is not only a proof of earnestness on their part, but it demonstrates that teaching, as an occupation, is capable of awakening the highest interest and of calling into exercise the noblest intellectual faculties. The old complaint that teaching the young has a tendency to dwarf the intellectual faculties and to repress all originality and enthusiasm in the character of the teacher, is evidently applicable to those only whose intellectual range is limited to hearing recitations and marching in the well beaten grooves of the old time pedagogues. Men and women have shown at these summer schools that they can find intense enjoyment in the contemplation of their work, and can sacrifice personal ease and comfort in the pursuit of excellence. Apart from personal advantages there is an influence for good upon the cause of education, in labors of this character. Teach-

ers are not only made more skillful, gaining in intelligence, breadth of intellect, and professional worth, but the work is honored in public estimation and that is something gained for a cause which depends so largely upon public esteem for its prosperous management. Every scheme which tends to raise teaching to a higher sphere of investigation and holds up for pursuit an objective excellence attainable only by the exercise of the highest moral and intellectual powers, should be warmly welcomed as the dawn of more prosperous days. Teaching has too often been dragged through the mire of politics, or suffered to exist through the complacency of ignorance in high places, and the way to place it upon an independent, sure, and lasting foundation, as one of the necessary departments of human progress, is in elevating the standard of excellence by teachers themselves. The profession of teaching is what the great body of teachers choose to make it, neither more nor less.

If these movements tend to place the work of teaching upon a higher plane and to promote the general interests of public education, can any important section of the country or any large body of teachers afford to sit idly by and watch with indifference the progress of others?

There are of course, healthful barriers to these summer normal institutes. Teachers who have struggled in the path of duty during nine or ten months of school work are in need of something more restful and invigorating than lectures on science or philosophy. To which it may be answered that the places generally selected for such meetings, offer advantages of natural scenery and invigorating climate and these combined with various entertainments, and the novelty of new and congenial associations, serve to render the occasion both agreeable and profitable. The attendance being purely voluntary any tendency to excessive work is soon regulated by experience. The testimony of those teachers who are most interested in the work is in favor of its influence as both healthful and inspiring, and as rendering important service to them in the cause of education.

School Houses.

A stranger who had traveled through one of the rural parishes of Florida—afterwards complained to the State Superintendent that he had not seen a single school house upon his road, and was much surprised when informed that he passed by 14 schools, all doing good work but held in log cabins.

There can be a good school, even in a log cabin, but it is better for the children, more creditable to the country, and more advantageous to the work of instruction to give a distinctive character to the school house. School architecture is making steady advance throughout the country. We in the South may not compete with the North in the elegant and costly buildings which are dedicated to learning in their large cities—or even with the more modest and tasteful structures to be found in almost all their towns and villages, but we may well ask ourselves if we are doing all that we can do to make our buildings attractive to the eye and worthy of the work done in them. We are also to remember that no school house is complete which is not furnished with working tools. Blackboards and maps and charts are as necessary to the teacher, as hammer and nails to the mechanic who builds the house. School Directors who know but little of the practical work of the school

room, are apt to imagine that the possession of a building and the selection of a teacher constitute all that is needful for the working of a school. It is sometimes charged to discontent when the teacher asks for needful furniture, or complains of broken locks and windows, when the fact is that the entire usefulness of the school may depend upon these seemingly small matters. When teachers expend their time in making some provision for the comfort of their pupils, provision which should be made by the school authorities, there is a loss of time and a very unsatisfactory exhibit of public education. The stranger who passes a school house where forty or fifty children are being trained for the future and finds in the building no distinguishing mark to elevate it above the rude habitation of the laborer, very properly forms a low estimate of the intelligence and cultivation of the people.

Many of our school houses in New Orleans, particularly those erected from the proceeds of the McDonogh bequest, are handsome buildings and will compare favorably with those in other cities. We have seen some very poor school buildings in some other portions of the State, and the most unpleasant reflection in the matter was the conviction that the people living in the neighborhood and sending their children to the school, might have done better had there been a higher and more proper estimate of the importance of the subject.

The Atlanta Convention.

The Atlanta meeting of the National Educational Association, in July last, was a great treat to those teachers of the South who were privileged for the first time to be present at such gatherings. Notwithstanding the heat of the weather and the distance to be traveled by many of the delegates, thirty States were represented. Some of the most prominent educators of the North and West—men of national reputation, both as thinkers and workers, were present. It was a pleasure to stand, face to face, with men who have fought and won in the great battle of public education and who are still warm hearted and enthusiastic in the cause. The Southern States, with the exception of Texas, were all represented. The greatest harmony and good feeling was manifested throughout the meeting, which lasted five days. The good people of Atlanta sustained their high reputation for generous hospitality. The teachers of that city—a noble band of men and women, were very active in their efforts to give an earnest welcome to their friends. The reception given by them at the Kimball house was a very elegant affair. They also furnished carriages and invited the Association to view the improvements made in the City and the preparations, already considerably advanced, for the great Cotton Exposition. From the eloquent speech of welcome, by Governor Colquit, to the address of Senator Brown—through all stages of the meeting the people of Georgia sustained the proud reputation of the State. Educationally, also, the meeting was a great success. Many valuable papers were submitted which it was worth while going many miles to hear, and which, when printed, will have a large circulation among the progressive teachers of the country. Defects in our public school instruction were frankly exposed and lines of progress as clearly shown. There was shown to be much room for encouragement as the result of onward movements on all the line. Normal Schools received some hard raps but for every rap, there was a friendly hand to return the blow. Some pet branches of study—particularly English Grammar,

Geography, and Arithmetic, were handled without gloves—but it was in the way of honest and kindly criticism. Evidently the members of the Association felt that it was possible to say things among themselves in a family gathering, which no outside enemy could say without a protest in a fight. Generally the papers were carefully prepared and some of them were elegant contributions to educational literature.

This is what the National Journal of Education has to say with reference to Southern girls. It is, doubtless, from the pen of the genial editor Rev. A. P. Mayo, who spent some time in New Orleans last spring, visiting many of our prominent institutions of learning, public and private, and whose eloquent lectures and familiar talks still linger in the memory of his hearers :

—"Helen Campbell" writes to the Boston *Herald*, from North Carolina, about "Southern girls" in a way that moves us, after a year's examination of the same, to say that Helen should buy a new pair of spectacles and look deeper if she expects to get credit for a truthful account of the young women down South. We have seen several thousand of them, school-girls and school-mistresses, not to say young ladies, within the past year. That a good many of them are exceedingly pretty, and are aware of it, is certainly no mortal sin. That people get into the shade and stay there, by the middle of a Southern summer, may be imputed to laziness; but, in our judgment, is accounted for by the original infirmity of human nature. That there are too many silly young females, too few superior girls' schools, and too little interest in bracing up the mentalities among our Southern sisters, does not prove them so very exceptional, as we have the same trouble, even in Boston. We only say that a good deal of the talk about the "inefficiency," "indifference to good culture," and "sectional prejudices" of Southern girls is little better than nonsense. The South is full of young girls who have grown up since the dismal days of '61, of whom the country will think the more in proportion as it knows them better. Their lot has fallen, too often, in hard places, and their opportunities for study, society, travel, and the enjoyment of much that is open to their sisters of the North, is very meagre. But we have never seen in the New England, the Middle, or the Western States, in all of which we have carefully looked over the American young woman, a more promising set than they. For cheerfulness and courage amid disheartening circumstances; fidelity to family, home, and friends; resolute purpose to improve themselves, and eagerness to enter every avenue of womanly advancement, they have no superiors anywhere. We never saw or heard of more touching instances of devotion to the best culture than were constantly under our observation during the past months of our sojourn in these States. The superior young women of the South are not seated in sackcloth among the ashes of the past, but up and coming, in the brightest clothes they can get into, full of new American hopes, ready to do their duty as it shall be made plain to them in the days to come. If a few more of our wealthy Northern women of culture would go down there and liberally endow half-a-dozen of their best schools for girls, or, better yet, "pool" their money and philanthropy in a Southern Vassar or Wellesley, where thousands of these little women could receive the best education of the time for a hundred dollars a year, the Helen Campbells could be left to their scribblings with small danger of prejudice to the Northern mind.

"Notes of Summer Travel."—Our cotemporary, the "New Orleans Democrat," has, for several months past—usually in its Sunday issues—regaled its readers with a series of graphic letters, describing noted cities in America and Europe, or rather, giving the impressions of the writer in regard to the people, monuments and all other objects

of importance seen therein. We have read these letters with unalloyed pleasure, recognizing, in the *naiveté* of expression and the grace of style, no less than in the keen appreciation of the True and the Beautiful, a noble daughter of Louisiana, whose devotedness and brilliancy, as a student, foreshadowed, a few years ago, the distinction which she is now acquiring as a correspondent of the "Democrat." We rejoice in the triumphs achieved, in the literary world, by the liberally educated daughters of Louisiana.

PEABODY SCHOLARSHIPS IN THE NASHVILLE NORMAL COLLEGE.—Louisiana is entitled to four scholarships the present year; and our young men and ladies of liberal education are doubtless preparing themselves for the examination required as a prerequisite for admission. Two young ladies—one from New Orleans and the other from East Feliciana—enjoyed the privilege, during the years 1878-9-80; and we have been gratified to learn that they graduated with distinction at the Normal College in Nashville, and are doubtless now ready to engage in the noble work of instruction.

Vassar College, for the higher education of females, is a noble monument to the memory of a man whose benefactions to education have rarely been excelled. Another member of the family, Mathew Vassar, recently deceased, bequeathed to Vassar College, for scholarships and educational funds, $50.000; for Vassar College professorships $80,-000—besides large sums to hospitals and other charitable institutions.

Martha's Vineyard—a Vacation Excursion.

A pleasant sail of three hours on one of the large and comfortable steamers which run during the summer season, will take you from New Bedford to Martha's Vineyard. In fine weather, few excursions are more agreeable. Crossing Buzzards' Bay you are soon among the Elizabeth Islands, the steamer picking its way daintily through the rocks which guard the approach to Woods' Hou, or Hole, which is the terminus of the Old Colony Rail Road and where you will be likely to receive a large accession of fellow travelers, from Boston and the intervening towns. Leaving the islands with their strange names, Naushon, Pasque, etc—on your left—the steamer crosses Vineyard Sound and the bold, rugged shore of Martha's Vineyard looms up at your approach. Passing "West Chop" and "East Chop," the two extremities of land which enclose Vineyard Haven Harbor, you catch sight of the quiet village which rests at the end of the bay and stretches along its western shore. The oldest settlement on the island and a safe retreat in rough weather for those who go down to the sea—it retains much of its ancient simplicity, though evidently feeling the influence of the great rush of summer travel which sweeps around the Northeastern extremity of the island for the Highlands and far-famed Oak-Bluffs. At the latter point is to be found one of the great summer resorts of the New England coast. Elevated to catch the pure breeze, with the great expanse of waters in front, it is attractive by nature and has been made still more so by man. The stranger is surprised to find himself suddenly landed in a new city—with its population of many thousands during the warm weather, reduced to a mere handful when the short season is over. It is a city full of beautiful cottages in every variety of architecture, many of them showing the luxurious tastes and the great wealth of their owners. Here, during July and August, thousands of visitors are daily landed, filling the well planned streets, and

spreading themselves through the surrounding habitations. The pressure for accommodations is well met by the spacious hotels, cottages and tents. The Methodist and Baptist Societies have picturesque camp meeting grounds and draw immense numbers from the New England and Middle States during the annual gatherings.

During a week's stay upon the Island we explored the greater part of it from Oak Bluff to North Tisbury, Middletown, Chilmark, crossing over the south side again, from the latter place, to enjoy the fine surf which rolls in from the ocean upon a wide stretch of hard sandy beech.

Last and grandest trip of all we went to Gay Head, the Western most extremity of the Island. A hard, rough ride, over hills of rock and sand, skirting creeks which seemed interminable, passing many acres of primeval wilderness with not a house in sight, until we reached the Indian settlement of Gay Head. Here is one of the finest light-houses on the New England coast and many objects of interest to the traveler. But the grandest sight of all was the Cliffs. The outer face, fifty or sixty feet in height, barren of vegetation, is formed of successive layers of colored clay, sloping to the shore, red, yellow, purple, cream, &c.,—spreading like a great flag before the sky and the sea. It seemed to the writer as if nothing could be more beautiful in nature as the sunlight shone on this variegated cliff, while we stood at its base looking upward and the lip of the ocean at our feet. The keeper of the light-house informed us that over a thousand persons had come from far-away places, during the present summer —to look upon this great natural curiosity—the painted hill side. Cutting a few specimens from the soft clay with a pocket knife, and buying, for a few coppers, from some Indian children, some interesting petrefactions—we reluctantly left a spot which possessed the fascinations of a great natural curiosity. Reader if ever tempted to Martha's Vineyard by the praises of Oak Bluffs—do not fail to take a fine bracing day, and there is no lack of them, in that delightful summer climate, and go by land or water to Gay Head. The ride may seem long and rough, but one view of the sunlight on those wondrous cliffs will repay the labor and cost a thousand fold.

If you go by land, and can find a companion who is familiar with the country, there will be some strange old stories to hear and a tradition of how Satan in his anger, stamped over the island—leaving the impress of his feet, which may still be seen, upon some rocks, and making for himself in another place, a bed and pillow—and finally when he could do no more, knocking the ashes of his pipe to make Nantucket, i. e., to the eastward. For you must know in proof of a story so veritable, that Nantucket is sand, and sand only while on Martha's Vineyard, the rocks are something wonderful to behold. They stare at you from hill side and cross roads—they spot the fields, form fences, houses, and land marks. Relic of the glacier system, the whole mass of boulders and debris of granite hills seeme to have tumbled into the sea, while patches of arable lands have grown up among the massive rocks. Sheep find support over the rough fields—and in the protected valleys farmers gather a scanty crop.

Wild roses and many fragrant flowers —with a large variety of ferns and grasses reward the lover of plants.

If you are fond of Indian names, your taste will be well satisfied. There is Chappaquanset, Waquataqua, Menemshe,

Squibnocket, Nashaquatsa, Chappaquidick, and a host of others.

All along the coast from Vineyard Haven to Gay Head, there are eminences where fine views of land and water greet the eye. From one point, overlooking the blue waters of Vineyard Sound—we counted eighty vessels—ocean steamers, coasting ships and schooners, and white-winged yachts—all moving through that great high way of travel.

A clear, bracing atmosphere, the bluest of blue skies, a show of land and water, a pure breath from the trees and fields, and a murmur of old ocean in the back-ground, were among the enjoyments of our trip to Martha's Vineyard.

Ex-President, Jas. A. Garfield.

One of the last public acts of President Garfield, on the evening before he was smitten by the hand of the Assassin, was to take an active part in the Commencement Exercises of a Normal Seminary, presenting diplomas to the young lady graduates, gracing the gift with the scholarly and appropriate words which became the man who had been a distinguished teacher before he became President of the country. On that ever memorable morning, Saturday, July 2d, he was starting on a tour which, among other engagements, was to embrace a visit to Williams College, his honored Alma Mater, where there was to be a grand gathering of the classes, in sight of old Greylock, and in the valley where years before, Bryant had written some of his sweetest poetry. Amid the harassments of public office and under the pressure of personal trials and bereavements, there was a touching and conspicuous regard for early associations—and we may well imagine that although busied with many cares, he had arranged the thoughts which were to find expression on an occasion so grateful to his strong affections and worthy of his great intellectual power. A man whose utterances could challenge respect on all occasions, could safely be relied on to say something fitting the whole country to hear when pledged to a great literary gathering. No sect, association, or party may lay superior claims upon the public policy of the President of the country—but teachers everywhere cannot forget that Jas. A. Garfield had been one of their number, not casually or accidentally, but in the fulness of a warm sympathy and in the richness of a ripe practical experience in the school room and in the college halls. They saw in him reflected the educational aspirations of the times, and they turned to his high office for an intelligent appreciation of labor as well as for wise guidance and the moral support of his high office. Therefore it is that the great body of Educators in all sections of the country, mourn the loss of a President whose life was growing more and more into the public heart, whose possibilities for good seemed spreading farther and wider into the future of the whole country, and who united in his mind and heart the hopes and encouragements of a great destiny. Great men have died in all ages. Wise and good men have been basely murdered in the history of nations. But when, if ever before, in this country, did a man so largely draw upon the affections and patriotism of all classes and conditions of society—as when on the 19th of September, 1881, Jas. A. Garfield, under the wounds of an assassin, passed through the darkened chamber to the company of the immortals.

School is in.—The long summer vacation has come and gone again. Only yesterday it seemed to stretch out in the future with a glad infiniteness, laden with promises of untried joys and well

earned repose. Our teachers, generally, have been relieved from some of the depressing influence of former seasons. The health of the City has been better than the average of our healthy summers. There has been no new election of teachers with the accompanying worry and anxiety of mind and body. There have been but few vacation schools—indicative, it is to be hoped, of a more comfortable financial state. Some have found recreation in a change of scene—many more have found rest in home and in freedom from the requirements of school life. The old ruts and grooves have been abandoned in the wider sweep of imagination and in the restful inactivity of the season. Doubtless there has been gained a new vigor of physical life and a fresh inspiration of zeal. Earnest and intelligent teachers who love their work have doubtless found time to review the situation and form plans for the future guidance of their scholars during the new session. Many a class room will be benefited, or ought to be, by the fresh purposes born of rest. Vacation has been unprofitably spent; has fallen short of the ends for which it was given, if teachers and scholars have not been strengthened by it, and better prepared for the work to be done. Many a kindly greeting has been exchanged as the school houses once more echo to the tread of youthful feet, and the old familiar school books are taken from their hiding places to be conned by the children who have assembled once more, from far and near, at the sound of the school bell.

Prof. A. B. Chandler, an experienced teacher, well skilled in the management of boys and possessing many professional resources, has taken charge of St. Peter's Academy, at New Iberia. See his advertisement. If the good people of that section will rally to his support, he will build up for them a school which will be honorable to the place and satisfy the demand of the parents for the thorough education of their children.

Education at the South.

At the 52d annual meeting of the American Institute of Instruction at St. Albans, Vt., recently, one of the speakers was Dr. Curry, agent of the Peabody Fund. The *Journal of Education* says:

His address was the gem of the day, eloquent and bold, and more interesting because the Doctor is a Southerner who now has charge of the distribution of the interest of the Peabody Fund of millions, which leads him into every part of the South to examine their educational interests, and prepare the way for free schools to be aided from this fund. Drawing a salary of $8,000 a year, and having many times that amount for annual distribution, he occupies a peculiarly responsible position, and his words are entitled to the greatest respect. He spoke to a Northern audience as a Southern man, and he carried their hearts. His subject was

EDUCATION AT THE SOUTH.

The Doctor prefaced his remarks by suggesting that education at the South was the same as education at the North. There is no Dixon and Mason's line in the human mind, though the question may be susceptible of special application because of peculiarities and environments.

As to the South, much misapprehension exists in the public mind in reference to what has been done there educationally. The South, before the war, in proportion to the white population, taking man for man, sustained a large number of colleges with more professors, more students and a greater annual cost than was done in any section of the Union. The same thing is true of academies and private schools. If the census of 1860 as taken by the United States authorities be correct, the

white population of the Northern States in that year was nearly 19,000,000, and of the Southern only a little over 8,000,000. At that time the North had 205 colleges, the South 272; the North 1,407 professors, the South 1,488; the North had 29,044 students, the South 27,055; the North paid for these colleges $1,514,293, the South $1,662,419.

But in the matter of public free schools, the South unfortunately showed a painful deficit; yet it was not a desert waste. There were public schools in some communities, though I regret to say, not the same universal education as at the North. Though not excusing the deficiency, it may be suggested that slavery was a potent element in causing this lack of schools, in its consequences of sparsifying population deterring immigration, arresting manufactures, confining wealth to a few, and agriculture to one or two products. In fact, slavery was a mistake socially, politically, industrially and educationally.

Again, the public schools are expensive, the people poor and everything out of joint. Now, fortunately, all Southern States have public schools on their statute books, and slowly but surely public schools are establishing themselves in the confidence of all classes; and there can be no backward revolution. The South moves; every State has a system and Superintendent or Secretary. Several Normal schools are established, and others are in contemplation. As stated in *The Journal of Education*, "The training of the teachers is now the most vital point in American education;" but with this we need a thorough canvassing and uplifting of the public mind in the importance of education and the need of greater taxation.

But all this taxation, coupled with Northern generosity, is inadequate to ward off the great evil which still threatens us. Negro illiteracy is terrible and appalling, but no more so than white illiteracy. An ignorant white voter is as perilous as an illiterate black voter. The highest form of citizenship necessitates the highest form of intelligence. What grows on the head neither increases nor diminishes the necessity. To stem this great tide, the National Government must come to the rescue. It is a question of national importance far outweighing all other matters except civil-service reform, of which it is a vital part—an indispensable condition.

When England enlarged her franchise in 1867, Sir Robert Lowe saw that the first duty and interest of England was to educate her masters; and so it is with us. Illiteracy is a present, potential peril. It threatens to overthrow free institutions, and no evangel of dynamite and dagger is the cure, but widely diffused, universal education, conjoined with Christian morality. The removal of this fearful mass of illiteracy cannot be done by private and denominational beneficence and State activities, but the power of resources of the Federal Government must come to the aid of the public schools of these States. It is the question of pre-eminent importance, and on its solution depends not only the prosperity of the country, but the safety and perpetuity of the Republic.—*North and South.*

Comfort.

From All the Year Round.

If there should come a time, as well there may,
When sudden tribulation smites thine heart,
And thou dost come to me for help, and stay,
And comfort—how shall I perform my part?
How shall I make my heart a resting place,
A shelter safe for thee when terrors smite?
How shall I bring the sunshine to thy face,
And dry thy tears in bitter woe's despite?
How shall I win the strength to keep my voice
Steady and firm, although I hear thy sobs?
How shall I bid thy fainting soul rejoice,
Nor mar the counsel of mine own heart-throbs?
Love, my love teaches me a certain way,
So, if thy dark hour come, I am thy stay.

I must live higher, nearer to the reach
Of angels in their blessed trustfulness,
Learn their unselfishness, ere I can teach
Content to thee whom I would greatly bless.
Ah me! what woe were mine if thou shouldst come
Troubled, but trusting, unto me for aid,
And I should meet thee powerless and dumb,
Willing to help thee, but confused, afraid!
It shall not happen thus, for I will rise,
God helping me, to higher life, and gain
Courage and strength to give thee counsel wise,
And deeper love to bless thee in thy pain,
Fear not dear love, thy trial hour shall be
The dearest bond between my heart and thee.

Practical Department,

EXCERPTA FROM THE COURSE OF LECTURES DELIVERED BY PROF. ALEX. DIMITRY, LL. D., IN 1872, BEFORE THE STUDENTS OF THE PEABODY NORMAL SEMINARY.

THE LAW IN THE PUPILS' MIND.

This subject will be considered under one of its most interesting phases.

On the very preface of the code of duty will be found inscribed, in boldest relief, the words Sincerity and Truth. This is because truth, for all, especially for children, is the guardian of morality of character. He who begins to juggle with the truth has already entered the path of duplicity, just as he who lies to himself will not hesitate to lead others into falsehood. Sincerity towards others is a vouchor of good faith and of fidelity in all the relations of life, from the cradle and, through the various stages of existence, down to the grave. Sincerity to ourselves is the necessary condition which admits us to hear and obey the voice of conscience. From the habit of falsehood there is but one step to hypocrisy, dishonesty and all the hideous progeny of vice. Straightforwardness is a duty which we sacredly owe to God, to our fellows, and to ourselves. Through its absence, all moral training is tainted in its very sources, if the pupil shall already have been tainted from his tender age. It is then in vain for the teacher to attempt to enter his mind or to reach his heart. He finds no echo there answering the teachings and warnings of his voice. Confidence cannot exist between them, and, confidence wanting, all wholesome action of the one upon the other is mere illusion and dream.

This one is of those sore, cankering defects, which the vigilance of a teacher should strain to prevent, or to crush in its incipient birth Childhood, with very rare exceptions, comes out of nature's hands with the stamp of candor and trustfulness upon its brow. Falsehood and dissimulation alone are of artificial growth. A child even will early feel the shame and guilt which lie in falsehood. Its existence, in his companions, especially when he is its victim, will not unfrequently excite his indignation; while the accusing blush will tinge his cheek—the confused speech will stammer on his lips, when he has, for the first time, made himself guilty of the shameful act. In this connection, therefore, the conscientious teacher will hold it a duty to endeavor, by every efficient means, to preserve the precious virtue of sincerity unimpaired, remembering that its blemish or loss is one which it is almost hopeless to repair—as much so as to attempt refitting the hundred fragments of a broken mirror, with the expectation that it may ever reflect the beautiful images of things!

Yet, whence comes it that children, even in their early years, are so drawn away from truth as to forget this beautiful dower of nature's hand? In rough, unvarnished words, how do they learn to lie? A singular perversion of what is a gift of heaven, yet one which is not to be denied! Children—those of younger age, especially—will some time begin to lie for mere sport and with no other intention than that of indulging a little amusement. Dangerous sport! fatal amusement! which may gradually degenerate into serious vice, if it have already prepared the young mind, even "for fun," to tamper with the respect which is due to Truth!

We must all avoid, in our intercourse with children, that kind of pleasantry, which might open their minds to the idea of thus "sporting" with falsehood. Let us also avoid what I consider an error of many parents and teachers—an over-indulgence in the use of fables, which accustom the unjudging, or worse than that, the misjudging mind of childhood to draw a veil on reality and put a mask on the face of truth. But the moral. I am answered, the beautiful moral, which always comes at the end of the fiction to enforce the truth! There is, I admit, some seeming in the answer; but, individually, I would prefer the moral to begin at the head and run through the whole, rather than be tacked down to be snubbed by the children too intent on their realities of honey-tongued foxes and *prima-donnas* called crows, to heed the subtle moralities at the end. Whatever you may

think of this, there is one thing which may be safely commended to your judgment, and that is never to countenance those "little stories" which children are apt to build on no foundation at all—a tendency which many fond, however unreflecting parents, will themselves foster, in order to test the ingenuity of their children's minds at the expense of reality and truth!

Again, some children will often indulge in falsehood at the behest of self-interest; they will use it as the shortest way of reaching the end which they have in view. Absorbed in the object of the moment, they will not stop to consider anything save the means of obtaining what they desire. Should any such ever come under your hands, let them be deceived in their calculation; your vigilance and penetration will readily baffle all such hopes. If they merit in conduct—if they are successful in studies—let that success be to them a reward for their fidelity to truth!

Again, children will sometimes lie through fear, either from the harshness of parents, or the imprudence of teachers, who frighten them by the prospect of scoldings and punishments. The pupil, more influenced by the consequences which his fault may call down upon him, than moved by the intrinsic reprehensibleness of the fault itself, will find it easier to escape those consequences by disguising the truth, than to make an honest effort to avoid the committing of the wrong. Falsehood, with illogical logic, is immediately summoned to his help; but with a twofold detriment, because, by falsehood, he learns to justify his wrong in his own perverted view of what is right. One of the means of avoiding so deplorable a state of a pupil's mind, is to cultivate, to cherish that confidence which has been so strenuously commended to you. Neither does the assertion of authority nor the strictness of rule conflict with this gentler and better spirit of confidence, which is a promise of sincerity. Spare no dignified and judicious effort to entwine yourselves around your pupils' hearts, and I warrant that your enlightened exertions will work good both in the hearts and minds of the young entrusted to your charge.

SANITARY INSTRUCTION.

FROM THE ANNUAL REPORT FOR 1881—OF THE COMMITTEE ON STATE MEDICINE OF THE LOUISIANA STATE MEDICAL SOCIETY, BY STANFORD E. CHAILLE, M. D. CHAIRMAN.

The present is removed only a few generations from a past whose chief knowledge and best literature were then, as they certainly are not now, accessible only in the dead Greek and Roman languages, from a past characterized by its gross ignorance of the human body and of its requirements for health. The resulting influence continue to dominate over our present civilization to such an extent, that even the educated are apt to believe that it is more important to children to learn the geography of a distant country than of their own bodies, and the habits of defunct Greeks and Romans than those habits of their own living bodies which are fraught with the utmost good or evil to themselves as well as to their descendants. Since, even the educated are so erroneously educated, it is not strange that even they should ill appreciate the interests of hygiene and of State Medicine, and it is still less strange that in respect to these subjects, illiterate communities should be, to a far greater extent, characterized by self-hurtful prejudices, by demoralizing superstitions, and by barbarous inappreciation of their own best interests. All modern authorities on education agree, that in estimating the respective values of different kinds of knowledge, the educator must attach the first and highest value to "that education which prepares for *direct self-preservation*," and that this imperatively requires a knowledge of physiology and hygiene; so that, an enlightened common sense is forced to assign the first place to this study, as soon as a child has learned to read, write and cipher sufficiently well to study it with profit. The sooner this manifest conclusion is reached by teachers, the sooner will civilization reap the inestimable benefits which must accrue from the cultivation of public hygiene, and of every other branch of State Medicine.

No assurance is felt that any laws on the subject would promote this end, hence none are now recommended. But, since information from an official source indicates that physiology and hygiene are not taught in the public schools of Louisiana, except only in the high schools of the city of New Orleans, the adoption is recommended of the following resolutions:

Whereas, A proper appreciation of public and domestic hygiene cannot be entertained by the mass of our people, from ignorance of its elements, and,

Whereas, Progress in sanitation is dependent on the instruction of the rising generation in the conditions which relate to the preservation of health; therefore,

Resolved That we urge, and will exercise personally our influence upon all concerned with the education of our youth of both sexes, and particularly upon teachers and those in authority over our schools, the importance of providing instruction upon physiology and hygiene, through lectures or text-books, suitable to the capacity of pupils, in all schools above the primary grade.

Resolved, That Superintendents and Boards of Education be urged as soon as practicable, to require candidates, for positions as teachers in schools, to be examined in the above subjects, and to show a reasonable acquaintance with the same.

THE VALUE OF EDUCATION.

COL. GEO. SOULE.

Education is to the human mind what sculpture is to a block of marble or painting to canvass. The foundations of society, states and nations, the ascending grade to honor and fame, and the guarantees of a glorious hereafter are laid in knowledge. Yet how vast is the number of brains that are left unshapen and unpainted by the educational artist, and unfitted for key stones in the educational edifice.

A block of marble from the quarry is worth but a few dollars, but when chiseled into the likeness of a Venus or an Apollo, it becomes worth many thousands of dollars. So it is with the human brain; in its native condition it is worth very little—just enough to perform thoughtless labor—but pass it through the hands of the educational artist and give it new form, strength, and polish, and it becomes valuable without measure, capable of moulding the destinies of nations, of achieving lasting honors in the fields of science, of attaining to the highest altitudes in the region of letters, or of penetrating the depths of boundless space and solving the mysteries of the universe.

The grandest works of art will crumble into dust and be forgotten; the proudest nation whose conquering eagles have defied continents will pass away; the brightest stars of Heaven will cease to shine, but the soul that is properly shapen by education will live on and on in joy through countless ages of eternity.

But notwithstanding the great value of education, we daily behold, with regret and sorrow, the expenditure of tens of thousands of dollars for the decoration of the human body in costly silks, clothes, and jewels, while the brains and souls of the wearers are left in a rough, uncultivated state, profoundly ignorant of the vast fields of science, art, literature, and morality that God gave them brains to explore, comprehend, and enjoy.—*Common Sense.*

POLITICS AND EDUCATION.

The plain state of the case is that our education is every year more and more under the management of one or other of the political parties. It is useless to deny that this works an injury to the scholars. The original plan yet pursued in a few New England towns, was to select intelligent citizens—the minister, physician, lawyer, and let them employ the teacher, and even examine into his qualifications. As this plan disappeared, the necessity was felt for an examining officer—and he is selected by political planning. That is to say, politics, grasping the schools, necessitated superintendents—and now politics grasps the superintendent by the throat. The State Superintendent is the creature of politics, also.

That, in spite of this bad system, there is a good State Superintendent, and some good County Superintendents is admitted, but it is in spite of the system. The method is a bad one. It does not make the good of the schools its supreme object. We protest against it. * * * * Look at it in what light we may, the changing of men and measures, according to the whim of a caucus, is fatal to the progress of our schools. Sooner or later it must be superseded by the election of the fittest men and their retention in office.

What will bring about this change? Public opinion—enlightened public opinion. To cause this enlightenment is the business of the teachers. Of course, all that can, will shirk responsibility and action. The women excuse themselves by saying they have nothing to do with politics, but the reason is a poor one. The principals and city superintendents, and all those who might be expected to lead, refuse to move because there is nothing for them to gain; if it would increase the number of higher places, they would join the reform. So that the case looks somewhat hopeless. But we do not despair.—*N. Y. School Journal.*

INDUSTRIAL EDUCATION.

At the meeting of the National Educational Association held at Chantauqua in July, 1881—President E. E. White of Purdue University, Lafayette Ind. presented a paper on technical training, of which we find the following summary in the National Journal of Education.

The address opened with a strong statement of the need of technical training. If the decay of apprenticeship is not made good by technical training, in some efficient form, the American artisan will be at the mercy of the skilled labor of Europe. How can this needed technical training be best provided? A concise statement of the fundamental principles involved may shed a clear light on the question before us.

1. The State has the right to teach all knowledge that will promote the public welfare.

2. The right of the State to teach all knowledge does not necessarily make such instruction its duty.

3. The duty of the State to teach is limited (*a*) by its ability, and (*b*) by necessity. If the State has not the ability to teach all knowledge to all persons, it is not its duty to make the attempt. When needed, instruction is, or will be, given by other agencies; the State may or may not provide it. Its concern is to see that needed instruction is efficiently given.

4. The public school exhausts neither the right nor the duty of the State in education.

5. The primary and imperative duty of the public schools is to provide a general education for all classes of youth.

6. Technical instruction may be divided into *general* and *special*. General technical instruction includes those elements of technical training which are of general application and utility. This may include industrial drawing, the elements of the physical science, etc. Special technical training involves the use of the appliances of given trades and occupations. It is a special training for given pursuits,

Can any technical instruction be wisely made an integral part of the instruction of the public school? The speaker held that the public schools should provide general technical training, but special training should be left for other agencies. An attempt to give this special technical training in the public schools on a scale commensurate with the wants of industry, would subvert public education from its primary function, and end in disappointment and failure. There are three decisive objections to the teaching of trades in the public schools:

1. It is impossible for the public schools to teach a tithe of its pupils the pursuits by which they are to earn a living. This is shown by the report of the census of 1870, with its 338 occupations.

2. The teaching of a few trades to all pupils would crowd these pursuits, and reduce the wages of skilled workmen in them to the wages of common laborers.

The teaching of all the boys in our schools the use of hand-tools for working in wood and iron would give nine-tenths of them skill which they would never use, except incidentally, in after-life, and such training can be justified only as an element of general training. This position was sustained by an appeal to the statistics of industry.

3. The objection to a partial system of industrial training,—the teaching of a few trades to a few pupils in public schools—is its manifest injustice. This objection does not apply to the teaching of trades in reformatory schools, orphan asylums, institutions for the blind, the deaf and the dumb, or other special schools for classes of unfortunate youth.

These and other objections to teaching of handicraft in our public schools ought to be conclusive. The school should not be made a workshop for the training of apprentices. This special technical training should be provided for in separate technical and trade schools. What is needed is to supplement the public schools with an efficient system of special schools for technical or industrial training.

The experience of Europe shows that these technical schools will appear when there is a popular demand for such training, and this demand is coming. The land-grant colleges, and the polytechnic and technical schools, founded by private munificence, are a beginning. The requirements of a public school must be so modified as to permit this special training in separate schools.

OVERWORKING THE UNDEVELOPED BRAIN.

"Overwork," properly so-called, can only occur when the organ upon which the stress of the labor falls is as yet immature, and, therefore, in process of development. When an organ has reached the maturity of its growth it can only work up to the level of its capacity or faculty for works. Fatigue may produce exhaustion, but that exhaution will come soon enough to save the organ. Repeated "efforts" may, under abnormal conditions, follow each other too rapidly to allow of recuperation in the intervals of actual exertion, and as the starting point will, in each successive instance, be lower than the previous state, there may be a gradual abasement; but even this process should not seriously injure a healthy and well developed organ. In short, a great deal of nonsense has been said and written about the "overwork" of *mature* brains, and there are grounds for believing that an excuse has been sought for idleness, or indulgence in a valetudinarian habit, in the popular outcry on this subject which awhile ago attracted much attention. Nevertheless there can be no room to question the extreme peril of "overwork" to growing children and youths with *undeveloped* brains.

The excessive use of an immature organ arrests its development by diverting the energy which should be appropriated to its growth, and consuming it in work. What happens to horses which are allowed to run races too early happens to boys and girls who are overworked at school. The competitive system as applied to youths has produced a most ruinous effect on the mental constitution which this generation has to hand down to the next, and particularly the next-but-one ensuing. School work should be purely and exclusively directed to development. "Cramming" the young for examination purposes (college students at this time of year take heed.—Ed.) is like compelling an infant in arms to sit up before the muscles of its back are strong enough to support it in the upright position. or to sustain the weight of its body on its legs by standing while as yet the limbs are unable to bear the burden imposed on them. A crooked spine or weak or contorted legs is the inevitable penalty of such folly. Another blunder is committed when one of the organs of the body —to wit, the brain—is worked at the expense of other parts of the organism, in face of the fact that the measure of general health is proportioned to the integrity of development, and the functional activity of the body as a whole in the harmony of its component systems. No one organ can be developed at the expense of the rest without a corresponding weakening of the whole.—*Lancet.*

The Louisiana Journal of Education

Devoted to the Interests of Education, Public and Private, At Home and Abroad.

EDITORS AND PROPRIETORS,
ROBT. M. LUSHER, WILLIAM O. ROGERS
NEW ORLEANS, LOUISIANA.

TERMS:

Annual subscription, 10 numbers, $1 00 in Advance.

Single copies, 15 cents.

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Educational Intelligence.

The next annual meeting of the National Educational Association, will take place about the middle of July, at Saratoga, N. Y. The officers for the ensuing year, are as follows:

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Treasurer—H. S. Tarbell, of Indiana.
Vice-Presidents—W. T. Harris, of Missouri; T. H. C. Vance, of Kentucky; E. K. Foster, of Florida; W. O. Rogers, of Louisiana; M. A. Newell, of Maryland; J. M. Fish, of Arkansas; H. S. Jones, of Pennsylvania; Hugh S. Thompson, of South Carolina; J. L. Pickard, of Iowa; J. B. Peaslee, of Ohio; J. W. Dickinson, of Massachusetts; Jerome Allen, of New York.

Counsellors at Large—Gen. John Eaton, of Washington, D. C.; J. H. Smart, of Indiana.

Counsellors—C. C. Rounds, of Maine; Miss Josephine Hodgdon, of New Hampshire; Thomas W. Bicknell, of Massachusetts; William A. Mowry, of Rhode Island; N. A. Calkins, of New York; J. P. Wickersham, of Pennsylvania; Miss S. E. Richmond, of Maryland; William H. Ruffner, of Virginia; Rev. William Grier, of South Carolina; —— Brinkly, of Georgia; H. C. Armstrong, of Alabama; H. D. Wyatt, of Tennessee; J. D. Pickett, of Kentucky; J. W. Dowd, of Ohio; E. E. White, of Indiana; James P. Slade, of Illinois; Wm. H. Payne, of Michigan; C. W. Smith, of Minnesota; Miss Grace C. Bibb, of Missouri; W. W. Jones, of Nebraska; H. P. Speer, of Kansas; J. S. Gilchrist, of Iowa; J. Ormond Wilson, of Washington, D. C.; W. C. Whitford, of Wisconsin; Edward H. Fay, of Louisiana; O. F. Russell, of Arkansas; Albert J. Russell, of Florida.

SOUTHERN EDUCATIONAL ASSOCIATION.

From the "Atlanta Constitution."

Pursuant to call by the President, Dr. Geo. A. Chase, the Southern Educational Association met in Atlanta, Ga., July 20th. The President of the Association being absent, Vice-President, W. O. Rogers, Superintendent of the Public Schools of New Orleans, La., presided. The chair stated fully the object of the meeting, and called for an expression of opinion from the members as to the advisability of continuing the organization.

Prof. T. C. H. Vance, of Lexington, Ky., Secretary of the Association, gave a history of its establishment and an account of its proceedings at Chattanooga, and urged some strong reasons in favor of its continuance.

Hon. Hugh S. Thompson, State Superintendent, Columbia, S. C., spoke in favor of maintaining the Association.

H. D. Wyatt, Superintendent of Public Schools, Chattanooga, Tenn., stated reasons both for and against the organization, but thought that the reasons in its favor preponderated over those against it, and he strongly approved making an earnest effort to establish it as a permanent institution.

Hon. E. K. Foster, State Superintendent Public Schools of Florida, was heartily in favor of the Association.

He thought it was a thing much needed, and supplied a place no other organization could fill.

Prof. J. M. Fish, of Little Rock, Ark., agreed in full with the views expressed by Superintendent Foster.

Several other teachers made speeches to the same effect. The opinion seemed almost unanimous in favor of the continuation of the organization.

Nearly all the Southern States were represented in the meeting.

H. D. Wyatt, of Chattanooga, moved that a committee of five be appointed by the chair to take the whole matter into consideration, and to report to the Association at its meeting this morning. Passed.

The chair named as the committee: H. D. Wyatt, Tenn.; H. S. Thompson, South Carolina; J. M. Fish, Arkansas; T. C. H. Vance, Kentucky, and J. M. Barrow, Mississippi.

On motion the Association adjourned to meet this morning at 8 o'clock, in the reception-room of the Markham house.

The Committee reported that it is not desirable to name at present the time and place of holding the next meeting, and that it would be well to defer another meeting of the Association until the several State organizations are more complete. After considerable discussion, the report was unanimously adopted.

At the meeting the following persons were present:

W. O. Rogers, New Orleans, La.; T. C. H. Vance, Lexington, Ky.; James H. Chappell, Columbus, Ga.; Hon. Hugh S. Thompson, Columbia, S. C.; H. D. Wyatt, Chattanooga, Tenn.; Hon. E. K. Foster, Tallahasee, Fla.; J. M. Fish, Little Rock, Ark.; J. M. Barrow, Columbus, Miss.; Hon. E, H. Fay, New Orleans, La.; G. W. Howard, Marietta, Ga.; J. J. Rucker, Georgetown, Ky.; Hugh F. Train, Savanah, Ga.; W. W. Wilson, J. F. Park, Ala.; G. A. Woodward, Selma, Ala.; J. H. Wilson, La Grange, Ga.; L. P. Sanford, Macon, Ga.: A. Spencer, Versailles, Ky.; N. Marchant, Graniteville, S. C.; L. J. Brown, Carrollton, Ga.; J. C. Harris, Rev. A. Means, Oxford, Ga.; V. E. Orr, Louisville, Ga.; L. B. Haynes, Charleston, S. C.; V. C. Dibble, Charleston, S. C.; R. M. Davis, Winsboro, S. C.; G. C. Hodges, Ninty-Six, S. C.; W. B. Bonnell, Atlanta, Ga.; C. A. Judson, Greenville, S. C.

The report of the U. S. Commissioner of Public Education for 1879 has just been received. From it we gather the following:

SUMMARY OF SCHOOL STATISTICS.

The total school population in the States for 1879 is 14,782,765; number enrolled in public schools, 9,328,003; average daily attendance, 5,223,100, six States not reporting.

The school population of eight Territories is 162,571. Wyoming does not report, and from Indian Territory there is only the report of the Choctaws, viz, 17,000. Under the number enrolled in public schools all the Territories report in full, giving a total of 96,083. The average daily attendance is given in full for seven Territories, and for all the tribes of Indian Territories except the Chickasaws; the total is 59,237.

LEGAL SCHOOL AGE AND DURATION OF SCHOOL YEAR.

There are sixteen different school ages in the States and Territories, 17 years being the longest period and 6 years the shortest. The earliest age at which children are admitted to public schools in any State is 4 years. In nine States the school age is 6-21 and in nine others 5-21.

The duration of the school year is longest, viz, above 170 days, in the following States: Connecticut, Maryland, Massachusetts, New Jersey, New York, Rhode Island. In the District of Columbia the period is 189 days.

TEACHERS AND SALARIES.

The total number of teachers employed in the public schools of the States was 270,163; in the Territories, 2,523, Idaho not reporting, and in Indian Territory only the Choctaws.

All the States and Territories save Georgia, Idaho, New Mexico, and three nations of Indian Territory, report the average salaries of teachers. In the States the wages of men vary from $25,54 a month in South Carolina to $84,46 in Nevada; the wages of women, from $22,83 in New Hampshire to $83 in

Nevada; of the Territories the District of Columbia pays the highest salary to men, viz, $89,47, and Arizona the highest to women, viz, $68. In Maryland the average is the same for both sexes, viz, $43,49; this is also the case in the Choctaw and Seminole tribes of Indian Territory, where the average is $50 a month. The greatest difference between the salaries of men and women is in Massachusetts, where the former receive an average of $67,44 a month; the latter, $33,50.

INCOME AND EXPENDITURES.

The total annual school income reported by all the States and Territories is $83,788,074; annual expenditure, $78,-191,522, of which $8,457,194 were expended for buildings, apparatus, &c; $808,549 for salaries of superintendents; and $54,078,321 for teachers' salaries. The estimated real value of sites, buildings, and all other school property is $178, 294,155, 9 States and 3 Territories not reporting. The expenditure per capita of the school population varied from 95 cents in Georgia to $15,26 in Massachusetts and per capita of enrólment in public schools from $1,41 in North Carolina to $17,17 in California.

COMPARATIVE STATISTICS OF EDUCATION AT THE SOUTH.

The total white school population for 16 Southern States and the District of Columbia is given as 3,758,450; total enrolment, 2,013,684. The total colored school population is 1, 668,410; total enrolment, 685, 942.

EDUCATION OF THE COLORED RACE.

For the instruction of the colored race, there were reported from the Southern States and the District of Columbia 42 normal schools and normal departments, having 181 teachers and 6,171 pupils; 42 institutions for secondary instruction, with 120 teachers and 5,297 pupils; 16 universities and colleges, with 137 teachers and 1,933 pupils; 22 schools of theology, with 79 instructors and 762 pupils; 3 schools of law, with 8 instructors and 42 pupils; 4 schools of medicine, with 23 instructors and 90 pupils; and 14,341 public schools, having an enrolment of 685,942.

The ratio of enrolment to school population is 42 per cent., leaving 58 per cent. of the colored youth to swell the ranks of illiterates in the South. The Commissioner observes that the chief causes of this deplorable condition are such as effect both races alike, namely, the low state of school funds and the natural obstacles to the establishment of schools in communities where they have not existed. The influences which operate exclusively against school provisions for colored people are rapidly disappearing. The amount of school funds raised by taxation in the States under consideration is small as compared with the same fund in the other States. The necessity of devising some measure for increasing the public school fund is indicated in the fact that the colleges and normal and professional schools reported were supported chiefly by the Peabody education fund and contributions from the religious denominations, while the public schools received substantial aid from the same sources.

There is great need of industrial training in the schools for freedmen. Nearly all the denominational schools make some attempts in this direction, but the only reports they have been received of systematic practical training in industries are from the LeMoyne Normal Institute, Memphis, Tenn.; Atlanta University, Atlanta Ga.; and Hampton Normal and Agricultural Institute, Hampton, Va. In the latter the industrial training is particularly thorough. It includes farming, sewing, knitting, machine making, wood working, blacksmithing, shoemaking, and harness making.

The total disbursements from the Peabody fund for 1879 were $74,850. The amount was applied chiefly to the support of teachers' institutes, normal schools, and scholarships for students who gave promise of making efficient teachers. In explanation of this policy Dr. Barnas Sears, general agent, said in his annual report for 1879:

"Of the two grand objects which this board has from the beginning had in view, namely, the promotion of common school education and the professional training of teachers, the former, or primary one, has been so far attained that it may, in great part, be safely left in the hands of the people, and our chief attention henceforth be given to

the latter. * * * It is a pleasing coincidence that at the very time when this board is turning its chief attention to the improvement of the education given in the public schools a widespread opinion is simultaneously springing up that the greatest want now existing in the several States is that of well trained teachers."

SCHOOL STATISTICS OF CITIES.

The statistics of public schools in 240 cities present the following totals: estimated present population, 10,801,814 school population. 2,586,579; number of school buildings, 4,002; number of sittings for study, 918,389; number of teachers, 28,903; pupils enrolled, 1,669,-899; average daily attendance, 1,072,632; estimated enrolment in private schools, 364,732; estimated value of property used for school purposes, $84,175,336; total receipts, $26,987,228; total expenditures, $24,468,620, of which $16,142,-985 were for teachers' salaries. The average expenses per capita of daily average attendance for instruction and supervision vary from $25.46 in San Francisco, Cal,, to $3.70 in Natchez, Miss., and for incidental expenses, from $11 in Sacramento. Cal., to 23 cents in Natchez, Miss. The Commissioner accompanies the statistics with remarks upon the need of skilled superintendence, the appointment of teachers, the attention that should be bestowed on primary schools, the educational condition of southern cities, the celebrating authors' birthdays in schools, and color blindness. With regard to teachers he says: "Methods of appointment, of promotion, and of determining the tenure of office should be adopted and maintained which are at once and forever removed from the dubious action of politics. It must be admitted that the abuses of which we complain are not carried to the worst extreme, or even so far as is sometimes represented in the discussion of the subject. This is proved by the positive duration of the term of service of teachers in the large cities, eight, ten, twelve years being no unusual averages."

The most decided evidence of progress in city systems is said to be the attention paid to primary schools, and the securing of the conditions requisite to their successful conduct—suitable accommodations, adequate salaries, and honorable certificates—is considered possible.

The improved condition of public schools in many southern cities receives special notice.

"Since 1877," says the Commissioner, "a perceptible reaction has taken place, which, though gradual in its development and interrupted at some of the most important centres by the presence of the yellow fever, has resulted in substantial progress. * * * * The people now take some pride in the schools, which they formerly viewed with contempt or suspicion, and the demand for admission is far greater than can be met by the present accommodations. Equal improvement is manifested in the character of the instruction imparted; the elementary branches are more carefully taught and the necessity of a special preparation for the teachers' vocation is recognized.

The results of tests applied to discover color blindness in the children in the public schools of Boston are mentioned, and instruction in colors is urged.

LOUISIANA.

STATE SCHOOL FUNDS.

The apportionment of the School fund collected and in the State Treasury, about the first of August last,—aggregating $27,384.50, shows that New Orleans was entitled to $5,694.70; the Parish of St. Landry to $1,197.80, Natchitoches, to $958.30; Rapides, to $726.10: Caddo, to $644.20; Claiborne, to $601.30, and other parishes, to smaller amounts—Camden and West Carroll, but $74 and 78 respectively. The June apportionment, 1879, of the School revenue of that year, gave New Orleans $21,020.00; St. Landry, $2,018.10; Natchitoches, $1,094.70; Rapides, $1,-180.95; Caddo, $957.45; Claiborne, $916 80; St. Mary, $1,064.70, and other parishes smaller amounts, Vernon receiving $325.05, and West Carroll $226.-05.—The relative proportion of funds to the respective Committees—appears

to have been materially changed by the new basis on which apportionments are made.

NEW ORLEANS PUBLIC SCHOOLS.

CITY SCHOOL BOARD.—The regular monthly meeting of the New Orleans City Board of Directors of the Public Schools, was held on Wednesday evening, Sept. 7. Thirteen members present and Rev. J. K. Gutheim, acting President in the chair

Treasure B. T. Walshe, presented his report for August. Funds on hand:

1875	$ 576.59
1876	643.45
1877	233.30
1878	597.72
1879	461.00
1880	254.30
1881	12,002.31

The report of the Committee on Teachers was received. Leave of absence was granted to several teachers. Miss Jenks of St. Philip and Miss Boyce, of Jefferson No. 1, were authorized to exchange places. Miss Dyer was appointed to fill vacancy caused by ill health and retirement of her sister.

The Committee on School-houses reported unfavorably on the petition of citizens to establish a public school in the Court House at Carrollton—on the grounds of insufficient funds.

Prof. J. E. Edmunds made application to be appointed to the Principalship of McDonogh No. 5 school.

Resignations were received from Mrs. H. Todswer, Principal of McDonogh No. 2, and from Mrs. A. Deisler, 3rd Assistant, Bienville.

A communication from Mr. Carroway, relative to the opening of a school for Deaf mutes, and a petition on the same subject from deaf mutes in this City were referred to the Committee on Special Branches. A letter from the Mayor of the City, recommending the favorable consideration of the petition, was referred to the same committee.

The following resolutions, submitted by Mr. Thos. H. Handy were adopted.

Resolved, That owing to the prolonged season of excessive heat the date of opening the public schools of this City be and is hereby deferred to Monday, the 26th September, and that due notice be given of the same.

Resolved further, That the attention of all teachers employed by this Board be called to rule No. 26, and that this Board will declare vacant all positions in which the present incumbent does not report for duty within three days after the opening of the public schools of this city, as provided in said rule 26, unless leave of absence has been granted by this Board.

Under a suspension of the rules Miss Savini was appointed to the Claiborne school.

Mr. Hollingsworth offered a resolution for a competitive examination for Teacherships, to commence Monday 19.

The Committee on Supplies was authorized to contract for 2000 barrels of coal, payment to be made out of August roll.

A resolution by Mr. Bartley was adopted, authorizing the transfer of the Fisk School to the new school house on Common street, the Summer School to the Fisk building, the Edmonia School to be re-established in the building formerly occupied by it.

By Mr. Castellanos and adopted:

Resolved, That a special committee be appointed by this board to memorialize the City Council upon the subject matter embodied in the preamble, and to obtain from the same such an additional appropriation as will be sufficient to defray the expenses of this board in accordance with law.

The committee under the rule consists of Messrs. Castellanos, Carlisle, Handy, Bartley, Lanaux, the Acting President and Supt. Rogers.

Judge W. H. Rogers' leave of absence was extended to November 1.

On the question of appointing a teacher as Principal of the McDonogh No. 11, the board went into executive session. Thereafter it was announced that Mrs. C. K. Sproule, Principal of the Fisk School, had been transferred to the principalship of the McDonogh School, leaving a vacancy in the former. Mr. Castellanos, who has the filling of the first vacancy in the primary department, announced as his choice Miss Lizzie Kennedy.

The board then adjourned.

(From the N. O. Picayune.)

A special meeting of the School Board was held at 1 o'clock Saturday, September 24th, Rev. J. K. Gutheim presiding.

In opening the meeting Mr. Gutheim made a touching allusion to the death of President Garfield, and said that he had called the Board together at this unusual hour in order that there might be an expression of sentiment.

In Gen. Garfield, Mr. Gutheim said, the country has lost one of its best citizens, a good and true man and a warm, honest patriot. As citizens of the Union the members of the board felt his loss, which was a national one, and it was appropriate that they, as the School Board, charged with the supervision of the education of the rising generation, should give expression to their sentiments.

The following resolutions were offered by W. O. Rogers, Superintendent of the City Public Schools.

The Board of Directors of the public schools of the city of New Orleans, mindful of the great calamity which has overtaken the country in the death, by assassination, of the honored President of a free, united and happy people, and recognizing in the character and public services of the lamented deceased an earnest friend of public education, a statesman of broad and liberal views, a scholar of cultivated intellect, a patriot seeking the welfare of the whole country, and a Chief Magistrate justly entitled to the respect, confidence and affection of all men, do hereby resolve:

1. That we unite with the great body of citizens all over the country in lamenting the death of Jas. A. Garfield, and in paying our tribute of respect to the memory of his virtues, his talents and his lofty purposes for the general good.

2. That we extend to the bereaved family our earnest sympathy, and the affectionate interest and sympathy of the large body of teachers and school children whom we herein represent.

3. That the public schools of the city be closed on Monday, 26th inst., in furtherance of the proclamation of the Governor of this State and the Mayor of the city, and that the teachers and advanced pupils of the schools be and they are hereby requested to join, as far as practicable, in the public memorial services appointed for that day.

4. That these resolutions be spread upon the minutes of this Board, and a copy of the same be forwarded to the family of the deceased and the Secretary of State.

The resolutions were unanimously adopted.

Superintendent Rogers also presented to the board a communication from the Mayor inviting the teachers and school children to participate in the memorial services.

Administrator Walshe, on behalf of the city government, invited the members of the board to join the city authorities in the memorial services.

The invitation was accepted and the board adjourned.

In the competitive examination for positions, as teachers, in the City Schools, held September 19 to 23rd—there were 94 candidates—of whom 5 were males and 89 females. Excellent order was observed thoughout the exercises. The general results were satisfactory. The special exercise in Orthography and Original Composition displayed intelligence and progressive work. Five of the candidates reached the general average of 90 per cent., viz. R. G. Ferguson, M. A. Hart, M. E. Mc Neill, C. Emanuel, and E. A. Miller. Several of the candidates reached the maximum of 100 per cent. in different studies, as M. A. Hart in Geography, C. M. Emanuel, A. E. Ellis, M. E. McNeill in History of U. S.; L. Leche and E. A. Miller in English Grammar, and E. A. Miller in Arithmetic. Twenty-one candidates received Grammar Grade Certificates—between 80 and 100 per cent. Forty-five, Primary Certificates between 60 and 80 per cent.—28 fell below 60 per cent., the whole number of candidates being 94.

LOCATION OF SCHOOLS.

The following changes have been made in the location of schools and in school districts—to take effect at the opening of the schools:

The school known as Rampart No. 1, for white girls, has been abolished. The pupils will attend the Robertson Girls' School, in the building formerly used for that purpose.

The Bienville school, for boys, will occupy but one building—corner Bienville and Robertson streets. Teachers employed in the Bienville, during the past year, and not required for the new organization, will be assigned to other schools.

The district of the Robertson Girls' School will extend from the river to Claiborne street, from Canal street to Toulouse and Old Basin.

The district of the Bienville boys will extend from Rampart to Broad street, and from Canal street to Old Basin.

Rampart No. 2 for colored boys, will be changed to the Bayou Road School, on Bayou Road, between Derbigny and Roman streets. The district will be as before, from Canal street to Esplanade, from the river to the swamp.

The Fisk School for white boys will be transferred to the new building formerly known as the School of Medicine, on Common street.

The Fisk District will be bounded by Carondelet street, New Basin, Canal and Broad streets.

The Sumner School will be transferred to the building corner Franklin and Perdido streets, the district limits to remain as before.

RURAL PARISHES.

LAFOURCHE PARISH.

The "Thibadaux Sentinel," for which we are still indebted to the courtesy of our friend, the enterprising Major S. T. Grisamore, Editor, keeps its readers constantly advised of the progress of the educational spirit in this Parish.

On the matter of taxation for the support of the public schools, we find, in one of its issues, that the *one mill State* tax levied for 1881, aggregates, $2,420.25; the *parochial* tax of *two mills*, $4,840.50, and *parochial* tax of *one-half mill*, for the construction and repairs of School houses, $1,210.12, showing an aggregate for the schools of $8,470.87.

This is an excellent exhibit for the people of Lafourche, highly creditable to the public spirited tax-payers of the Parish, and affording a promise, at least, of the thorough practical education of most of the children.

In certain localities of the Parish we find other evidences, of the noble spirit influencing the citizens. In Lockport, e. g., the "finest school house in the Parish" has been erected, and an entertainment has been given to liquidate the debt upon it and to complete it in every particular. This "beautiful school house, which," says the Sentinel, "is an ornament to the village and a credit to the energy and determination of the citizens," will have cost, when completed, about $2,600.00.

In Thibodaux, the "Guion Academy," for many years past an admirably managed and successful free public school for white children, so well graded and so highly appreciated by the parents of the one hundred or more pupils in attendance as to be worthy of encouragement and substantial aid by the General Agent of the Peabody Education fund, was re-opened on Monday, September 5th; and the Sentinel was wisely urging the punctual attendance of the children of the town. A later issue of the local Journal announced an attendance of 141 pupils in all the grades.

CALCASIEU PARISH.

The "Lake Charles Echo," of 27th August, has this encouraging paragraph:

"We know a party who will subscribe $500 towards the establishment, here, of a graded school for boys, and the erection of a building for such a school, *provided*, arrangements can be made to insure the permanence of such an institution of learning. It is a reproach to Lake Charles that we have no suitable school-house built and set apart expressly for that purpose. Cannot some our public spirited citizents take hold of this enterprise and carry it through?" We shall watch, with keen interest, the results of this appeal in behalf of the male youth of Calcasieu. The young girls of the thriving town of Lake Charles appear to be well provid-

ed for in "Select Schools," which God speed! say we; but, under the existing Constitutions of the United States and of Louisiana, these interesting pupils will not be called on as citizens, in the future, to aid in correcting the political corruptions of the day.

From "Lake Charles Echo," of Sept. 17, 1881. There will be no lack of educational facilities for the young people of this vicinity this fall and next winter. There are five schools now in successful operation at Lake Charles, taught respectively, by Rev. Geo. C. Hyde, Mr. Lewis L. Bourges, Mrs. M. A. McClelland, Mrs. J. B. Demere and Miss Julia Hennington. Mrs. Demere also gives lessons in vocal music and on the piano, and besides the above schools Miss Lizzie Hennington has a school exclusively for instruction on the piano and in vocal music.

Good news from Assumption Parish. The "Pioneer of Assumption," September 10, says—

All of the public schools of the parish have commenced operations, and the President of the School Board thinks the funds will be sufficient to keep them open for nine months.

The following New Orleans merchants have already contributed to the erection of a school building in Pineville, Rapides Parish: Katz & Barnett, $25; E. Marqueze & Co., $15; A. Baldwin & Co., $15; Simon & Kohn, $10; J. P. Richardson, $10; Wm. Morel of W. H. Letchford & Co., $5.—*Rapides Markseville Review.*

LOUISIANA GRADUATES AT YALE COLLEGE.

The correspondent of the New York Herald, writing from New Haven, gives an interesting account of the commencement exercises of Yale College. Among the names of the graduates, and in the range of distinction we find two from Louisiana, James E. Zuntz, the son of our esteemed fellow-townsman, M. J. Zuntz, Esq., ranks in the "First Disputes," and Edward L. Simmonds, of New Orleans, in the "First Colloquies."

TEXAS.

The State has been honored in the election of Prof. Cooper to the position of an assistant professorship in the school of Latin at Yale College, of which he was a graduate, although a native of Texas.

Forty-six State pupils will be maintained at Prairie View Normal Institute during the session of 1881-82; 10 students of the session of 1880-81 will be returned. The 36 vacancies will be supplied as follows: Each State senator will appoint one pupil, and the principal of the Institute five.

Dr. A. R. Horne, principal of the Summer Normal Institute at Tyler, has been elected president of East Texas University.

MINNESOTA.

The calendar of the University of Minnesota, for the year 1880-81, gives a comprehensive view of the organization and work of this flourishing institution. The general plan specifies the following departments or colleges:

A department of Elementary Instruction.

A department of Science, Literature and the Arts.

A college of Agriculture.

A college of Mechanic Arts.

A college or department of Medicine.

A college or department of Law.

The colleges of Law and Medicine have not yet been organized.

Some of the principles connected with the general plan of the University are worthy of serious attention, as the following:

"That while offering the old College Curriculum and discipline in their best forms to the literary and professional classes, the University will provide for the industrial classes 'liberal and practical education' required by law and public sentiment."

"A close and vital articulation of the University with the public school system of the State."

"The elevation of the high schools by enlarging the recognized sphere of their instruction."

The instruction is open to both sexes and the number of students reported is 271. Males 183. Females 88.

ACKNOWLEDGMENTS.

We are indebted to a friend for a copy of the "Southern Watchman," of Clinton, La., dated July 2d, 1881, in which we find highly eulogistic notices of the commencement of the "Clinton Female Academy," of which Mrs. Sallie E. Munday, is the experienced Principal, and of the Commencement and Exhibition of the "Silliman Female Collegiate Institute," in charge of Mrs. Fay, the esteemed lady of our State Superintendent of Public Education. Both these Institutions, we judge, have been eminently prosperous—proving the wisdom of the people of Clinton in fostering schools for the education of their daughters.

A copy of the "Pioneer of Assumption," of July 30th. 1881, saddens us with an account of a conflagration causing considerable damage to the town of Napoleonville, but gratifies us, also, with the proceedings of an active Board of School Directors. We should be pleased to hear something of the condition of the schools of this Parish.

"THE GUARDIAN, *devoted to the cause of Female Education on Christian Principles*, published at Columbia, Tenn, we hail with sincere pleasure—gratified, also, to find, in the July number, a graphic account of the closing exercises of the "Columbia Athenaum"—an Institution of learning highly prized by the good people of Columbia and, indeed, of all Tennessee."

We have also received catalogues of the Missouri State Normal School, at Kirksville, Mo., of the State Normal School, at Providence, R. I., of the California State Normal School, San Jose, and of the Vassar College, at Poughkeepsie, N. Y. A stray copy of the "*Journal de Mathématiques, Elémentaires et Spéciales*," and one of "*St. Nicolas*,"—publications of Ch. Delagrave, Paris, have also reached us.

A circular of the grading system for the country schools of Wisconsin, addressed to the Country Superintendents, District Boards, and teachers of the Public Schools, by W. C. Whitford, State Superintendent, has also greatly interested us. The suggestions are valuable and lucidly set forth by the author.

To the Hon. Committee of Education, we are indebted for three valuable circulars, viz.: No. 7 of 1880, on the "Spelling Reform;" No. 1, of 1881, on the "Construction of Library Building," and No. 2, on the "Relation of Education to Industry and Technical Training in American Schools."

We are indebted to our kind friends, the Editors, of the "Thibodaux Sentinel," for their favorable notice of the July number of this JOURNAL, and for their bringing it to the notice of the Teachers of Lafourche.

Our friends of "Le Louisianais" have also favored us with several numbers, of recent dates, of their ably conducted journal. This is a afaithful defender of the best interests of St. James Parish.

The Choice.

BY A. S. R.

From the Literary News.

She left the crowded, bustling street,
And led the way, with eager feet,
Into a cool and still retreat—
A library, with books replete.
O thoughtful brow! and eyes so sweet,
What dainty book for you is meet?
It was the latest novel!

Around her throng a goodly train!
The poet sings a lofty strain,
The critic makes his meaning plain,
The traveller tells the tale again,
The grave philosopher would fain
Attract her notice—all in vain:
She wants—the latest novel!

No glance the lore of ages draws,
No thought for Nature or her laws;
For Art she does not care two straws;
Of History not a single clause
Has power to make the maiden pause;
She has no time for these—because
She reads—the latest novel!

Book Notices.

The October "Atlantic Monthly" is one of the best numbers recently issued. Rev. Phillips Brooks contributes an exceedingly interesting article on Dean Stanley, describing him as a scholar, writer, preacher, and the varied charm of his character as a man. This is the first magazine article that Mr. Brooks has ever written, and it should be read by every American who can appreciate the admirable character of Dean Stanley. Mr. Howells continues his exquisite story of "Dr. Breen's Practice" with two chapters which will be read with great interest by his host of admirers. Col. Higginson writes with his usual charm of style in regard to "Carlyle's Laugh," a paper which will make many feel more kindly toward Carlyle than they may have felt after reading his "Reminiscences." Miss Sarah Orne Jewett, under the title of "River Driftwood," contributes one of those fresh, simple every way delightful New England articles for which she is famous. Richard L. Dugdale writes of the "Origin of Crime in Society," an essay which will be found of no little interest by students of social science. Miss Phelps has a thoughtful essay with the rather startling title "Is God Good?" H. H., as one of the fruits of her recent trip to Norway, contributes an article on the "Katrina Saga." Richard Grant White writes of "The Two Hamlets," an article which cannot fail to attract the notice of Shakespeare readers. Henry James continues his "Portrait of a Lady," which steadily increases in interest, and is unquestionably destined to be the greatest novel he has yet written. "A Tropical Sequence," by Charles Warren Stoddard, is a brilliant travel paper; poems by Mrs. Julia C. R. Dorr, Mrs. S. M. B. Piatt, and Dante Gabriel Rossetti, with some admirable book reviews, and a finely varied Contributors' Club, complete this sterling number of the "Atlantic."

Houghton, Mifflin & Co.,
Boston, Mass.

"Popular Science Monthly," October, 1881, D Appleton & Co., New York. The leading articles in this number are, Physical Education, by Felix L. Oswald, M. D. The present article being a continuation of Remedial Education. The Militant Type of Society, number 10—of "The Development of Political Institutions," by Herbert Spencer. The Connection of the Biological Sciences with Medicine, by Professor T. H. Huxley. There is a brief but interesting paper about Comets, by Aaron Nichols Skinner, of the United States Naval Observatory, Washington, D. C, Prof. J. Stahe Patterson, contributes a second article on the Increase and Movement of the Colored Population. "How the Earth is Weighed," by Dr. Otto Walterhoffer. "Intelligence of Ants." "Forest Culture in Alpine Ravines." "Cattle Raising in South America." A Sketch of Prof. Charles A. Young, with portrait, and the Editors Table, Literary Notices, etc., are among the attractions of this fresh and popular magazine.

"The International Review," October, 1881—A. S. Barnes & Co., New York. The six articles of this number are varied and attractive. The Southern Educational Problem, by Walter H. Page, is a comprehensive and lucid *resumé* of the condition of Education in the South—and should be generally read by Southern teachers to whose labors and understanding of the subject the author pays a high tribute. The article on Roscoe Conkling is a very severe analysis of the public record and literary attainments of that noted person. The author sums up his arguement with the concluson that he, R. C., "is intellectually sterile, socially vulgar, and morally obtuse." It is a verdict concerning which there will doubtless be a great diversity of sentiment. There is, also, a pungent review of "Mr. Atkinson on the Solid South," and a biographical sketch of John Wesley, by William Myatt. A man of great intellectual power and of wonderful activity, like Wesley, will continue to be talked about and written about for many years to come.

"The Art Amateur," edited and published by Montague Marks, 23 Union Square, New York, is rich, as usual, with designs and engraving illustrative of Art. The opening plate gives a num-

ber of pleasing designs for birthday cards adapted to different months of the year. There is, also, a page of decorative designs from plants, some of them very pretty. Those who are fond of pet cats will enjoy the fac-similes of sketches by L. Eugene Lambert. There is an illustrated lesson in Etching, and a chapter on "Curious Ivories." This monthly is a valuable contribution to Art culture in the Studio and in the family.

"EDUCATION," *An International Magazine, bi-monthly; devoted to the Science, Art, Philosophy, and Literature of Education. Thos. W. Bicknell, Conductor, Boston, Mass.*

Vol. I, July—August, 1881, No. 6, and vol. II, September—Oct, 1881. No. 1, of this valuable Magazine, are before us.

No. 6 is introduced by a beautiful steel portrait of Rev. Francis Wayland, and No. I, vol. II, by a life-like counterfeit of the able conductor himself, Thos. W. Bicknell, Esq. The contents of both are suggestive and instructive, and worthy of a careful perusal by all friends and promoters of education. The questions discussed are, "Real Education, its principles and a little-known chapter in its History," parts II and III, by Wm. Jolly, H. M. Inspector of Schools, Scotland; "the Eastern Colleges for Women: their aims, means, and methods," part II, by John Tetlow, A. M., Girls' Latin School, Boston; "the Loss and Recovery of Classical Manuscripts," parts I and II, by Wm. S. Liscomb, A. M., Providence, R. I.; "the Education of the Public with reference to Normal Schools and their work," by Prof. Grace C. Bibb, Mo.; "the Public School System." part II, by Geo. Hicks, A. M., Jamaica, W. I.; "Our Forests," by L. L. Dawe, A. M., Medford, Mass.; "Natural Science in Common Schools," by Mary R. Alling, State Normal School, R. I.; "Individuality in its relation to the Personality of man, according to Froebel," by Elizabeth P. Peabody; "the Greek Play at Harvard," by Thos. Hill, D. D., LL. D., Maine; "the Belgian International Congress of Education, 1880," and "Kant and his English Critics, by Wm. T. Harris, LL. D., Concord, Mass.; "Education and Sanitation, the admirable address delivered in New Orleans, by John Eaton, Ph. D., LL. D., Commissioner, U. S. Bureau of Education; "the Teacher's work in the development of Mental and Moral Power," by Prof. N. A. Calkins; "German Universities," by Jas. Washington Bell, Leipsig; "Relation of Academic to Professional work," by E. J. James, A. M., Ph. D., Normal, Ill., and "Notes on an Infant," by J. H. Hoose.

The editorials present interesting views on "Evolution in College Government;" "Suicide as a Problem in Education;" "National Council of Education;" "Concord School of Philosophy," and a "Crisis in American History." Miscellaneous notes of current thought and the Bibliography of Education close the matter in both numbers of this sterling Review, the cost of which is but 75 cents per number, or $4.00 *per annum.*

"COMPTES-RENDUS DE L'ATHENEE LOUISIANAIS," *Tome 6, Livraisons 1 et 2, of July and September*, 1881.

We are indebted to the Editors for these two valuable numbers, and in an especial manner, for the very kind notice of our humble efforts to advance the cause of Education in the columns of our JOURNAL. The *Comptes-Rendus* are always read by us with great satisfaction and no little edification. In the number for July, we find, in an address to the readers, an admirable exhibit of the objects and purposes of the *Athenee;* an interesting programme of the liberal plan by which this noble Association incites the young and grown, alike, to write prize essays, etc., on important subjects in the French language, and a graphic and very interesting "*Souvenir d'Enfance,*" by Dr. J. G. Hava. The publication for September favors us with an instructive and a luminous sketch of the knowledge obtained on volcanic and terrestrial lightning flashes, by Dr. Alfred Mercier; Impressions derived from a visit to France, by Wm. H. Rolling, Esq; a skillful defence of the utility of the study of Phrenology, by Dr. H. Roben; a critical review of the writings of George Eliot, by Mr. James S. Hosmer; valuable Notes on the Culture of Rice, and its sanitary risks, by Drs. Sace, Dell Orto, and Chas. Turpin; and learned suggestions by Drs. Sace and Hava, on

the Dioscorea plant, producing several species of yams. Mr. Alcée Fortier closes the number with a just and an eloquent exhibit of the phases and value of water.

We tender our congratulations to the "*Athènee Louisianaes*" on its rapid growth as an association of *savants*, and on the marked ability so constantly displayed in its *Comptes-Rendus*.

THE "ART OF SCHOOL MANAGEMENT."—*a text book for Normal Schools and Institutes, and a reference book for Teachers, School Officers, and Parents, by J. Baldwin, President of the State Normal School, Kirksville, Missouri. D. Appleton & Co., New York.*

We are indebted to L. S. Holden, Esq., the Publishers' Agent, St. Louis, for a copy of this valuable manual. This work treats the whole subject of school management in a lucid style and philosophic spirit, dividing the matter into ten distinct heads, the titles of which show the scope of the author's reasoning and observations; 1st Educational Instrumentalities; 2d, School Organization; 3d, School Government; 4th, Courses of Study and Programme; 5th, Study and Teaching; 6th, Class Management, 7th, Examinations, Records, and Graduation; 8th, Professional Education; 9th Systematic Progress in Education; and 10th, Graded Schools. Each of these is so subdivided, as to facilitate the author in his luminous, practical exposition of every branch of the Teacher's work. It is a faithful guide for all Teachers who desire success and efficiency in the work of instruction, and an invaluable text-book for Normal Schools and Teachers' Institutes. We commend it to the careful inspection of all our Teachers.

"*Outline History of England, Francet and Germany, from the Roman Conques, to the Present Day*, by Mary E. Kelly. Claxton & Co., Publishers, Philadelphia.

This is a valuable reference or review book for schools. The cotemporaneous history of the three nations is given in three parallel columns on the respective pages, presenting a brief but complete, and lucidly written history of each. Chapter I includes a brief outline to the close of the 11th century, and each of the succeeding chapters, a century in itself, from the 12th to the 19th inclusive. An interesting review of the condition of society and of the development of literature and science in each period, is given at the close of each chapter, with the names of all distinguished literary and scientific characters. The plan on which the work has been compiled is both ingenious and convenient, and the fair authoress has executed it with admirable clearness. Teachers will be interested in examining the publication.

We are indebted to Messrs. Ginn & Heath, of Boston and New York, Publishers of very valuable classical and scientific text books and other volumes eminently useful in schools, for the following:

"*How to Use Wood-Working Tools*," a manual of the Industrial School Association of Boston, explaining the uses of various utensils, and the most simple methods of applying them in labor, with illustrations showing the proper postures, etc.,—an excellent guide for apprentices and students of the mechanic arts.

"*Elementary Lessons in English, for Home and School Use*," by W. S. Whitney, of Yale College, and Mrs. N. L. Knox, part I, which explains lucidly "How to Speak and Write Correctly." The use of this text-book by a patient, persistent teacher would thoroughly train young pupils in the proper meaning, pronounciation, form, and use of words, and prepare them for a comparatively easy mastery of the formal, technical Grammar (or second part). Teachers would do well to test the adaptability of this little book to the purpose of instruction. The Teacher's edition, intended to accompany the volume, is an invaluable guide for its proper use.

Milton's Paradise Lost, books I and II, and his *Lycidas*, with introduction, notes, and diagrams, by Homer B. Spencer, M. A., Ph. D., is just the volume needed in our Schools of Literature. The notes are replete with eradition—throwing a flood of light upon the text.

"*The Essential Uses of the Moods in Greek and Latin, set forth in Parallel Arrangement,*" by R. P. Keep, Ph. D., is a small manual, which would be of eminent service to all Teachers of the classics.

Goodwin's "Selections from Xenophon and Herodatus," is a volume printed in choice Greek characters, with valuable notes and copper-plate maps, appended —an admirable sequel to Goodwin's excellent Greek Grammar.

Messrs. Ginn & Heath have also published a valuable collection of small manuals, as "Guides for Science Teachings," by instructors of classes in National History. They have been compiled by eminent Professors and are of very moderate cost.

GOULD'S PATENT ARITHMETICAL FRAME—We are indebted to Mr. John Gould, Manufacturer, 72 Murray street New York, for one of the largest of his Arithmetical Frames. It is an invaluable apparatus for Teachers, in that it gives, by a simple turn of slats, or combinations of slats, figures for numerous examples, without the labor or expenditure of time in improvising them. With the revised Key prepared for their guidance, by H. K. Bugbee, they will easily understand the mode of using the frame, and readily find the solutions of various experimental examples, not only in the four ground rules, but also in common and decimal fractions, percentage, and the metric system. Indeed, it can be made to illustrate all the principles of Arithmetic. We deem this frame worthy of a prominent place in every school-room, an dindispensable to a teacher directing the instruction of large classes of pupils.

The Dictionary of Education and Instruction: A reference Book and Manual of the Theory and Practice of Teaching, for the use of parents, teachers, and others; based upon the Cyclopœdia of Education, by Henry Kiddle and A. J. Schem. Published by E. Steiger & Co., New York. This is a very useful book for teachers containing many of the essential features of the very valuable cyclopœdia—but a smaller and less expensive volume. In the appendix may be found a very convenient list of educational works in English, French, and German—useful for reference and for the formation of a library in educational literature. All the good books and periodicals bearing upon this subject are enumerated in the catalogue.

Swinton's Elementary Geography, designed for Primary and International grades and as a complete short course, published by Ivison, Blakeman, Taylor & Co., New York and Chicago, received through Timothy Moroney, Esq., General Agent, New Orleans.

This book is noticeable for its absence of statistical tables of population, distances, etc., by which the memory of a young scholar is sometimes overloaded. The narrative is entertaining—with occasionally a tough interrogatory for school children, as in the last paragraph of the following quotation:

"The Mexicans love dancing to the music of the guitar: they are also very fond of bull-fights and cock-fights. Every body smokes, and even the ladies puff their cigarettoes. The common headdress of a woman is a scarf or mantle instead of a bonnet. The ladies of the better class are very handsome, but they have very little education. The gentlemen wear a gay dress, consisting of a velvet jacket, profusely embroidered with gold and silver, and pantaloons open from the knee down and set with large buttons. With their broad-brimmed sombreros, scarlet sashes, and jingling spurs and mounted on their spirited little horses, they look like very dashing fellows indeed; *but, for all that, do you think they are really as useful beings as one of our honest farmers or mechanics?*"

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Sargent's School Etymology, Butler's Literary Selections, Nos. 1, 2, 3 and 4,
The Scholar's Companion, Butler's Pictorial History of the United States,
Coppee's Elements of Logic, Coppee's Elements of Rhetoric, Coppee's Speaker

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Entered at the Post Office at New Orleans, La., as Second Class Matter.

Vol. III. NEW ORLEANS, NOVEMBER, 1881. No. VII.

Legislative Education in Louisiana.

No. VI.

Our last review of this subject brought us to the close of the year 1837. At an early portion of the succeeding year, January 17, 1838, we find that the State Treasurer was directed, by a resolution, to pay into the "College of Jefferson" all sums due under anterior appropriations; and these appropriations were to be kept "separate and distinct" from all others. At the same time, the "Poydras Academy," in Pointe Coupée, was incorporated, the Police Jury being empowered to appoint Trustees therefor. $1,500 per annum, for five years, were also appropriated to aid this Academy, and made payable to the President, on the certificate of the Parish Judge.—A like amount was appropriated for the "Claiborne Academy," to be paid on the completion of the building.

On the 18th January, the Legislature passed an Act directing an inquiry to be made as to the "indigent deaf and dumb persons" in the State. The creation of the Parish of Caddo, out of the territory of Natchitoches, necessitated legislation declaring her right to a proper portion of the school funds; and the organization of Madison Parish, by a division of Concordia, required a similar provision.

On the 7th February, 1838, an Act was passed for the relief of the "College of Franklin,"—appropriating $15,000 *per annum*, for two years, in order to effect a completion of the buildings. Twenty days later, the surplus fund, 335,000, received from the U. S. Government, was affected *in part* to the full payment and extinguishment of the floating debt of the State, due to different banks, and on 500 shares of the stock of the "Barrataria and Lafourche Canal Company," and, *in part*, to the payment of appropriations due the "Colleges of Louisiana, Jefferson and Franklin," to the "Covington Female Academy," and to the "Baton Rouge Penitentiary," and the residue was placed to the credit of the Administrators of the Sinking Fund, for the payment of the Bonds of the State which would be due in July, 1839.

The Legislature, on the 5th March, 1838, incorporated the "Caddo Academy," authorizing the Trustees to fix a site for the same and to borrow money for the erection of a building; and $1,500 were also appropriated in aid of the institution, and the Act of incorporation was to be in force for twenty years. The next day, March 6th, an Act was passed, authorizing and empowering the "Mechanics' Society" to appropriate their funds in erecting an "Institute," or in establishing institutions for instructing the children of mechanics and others in the mechanical arts, and in the knowledge of other arts, and in all other departments of education. $1,000 *per annum* for five years were appropriated in aid of this eminently wise project; and it was also provided that *three indigent boys*, to be selected by the Secretary of State (one from each

Congressional District), should be "educated, supported, maintained, and clothed by said society. The Trustees were required to report to the Legislature.

Caldwell Parish was created about this time, out of territory ceded by Catahoula and Ouachita; and, *per contra*, the Act of 14th March, 1832, creating Carroll Parish, was repealed.

By Act of March 7th, 1838, the "College of Baton Rouge" was incorporated, and $3,000 *per annum*, for four years, were appropriated in aid of the institution. The Trustees were, however, required *to educate, free of expense for tuition or books*, ten indigent youths, including five from East, and five from West Baton Rouge; and reports to the Legislature were exacted of them. The "Johnson Female Academy," at Donaldsonville, and the "Greensburg Academy," in St. Helena, were also incorporated, and $1,000 *per annum*, for five years were appropriated to each; but in the Donaldsonville Academy, at least *five indigent females*, and, in the Greensburg, at least *ten indigent children*, were required to be boarded and educated free of charge—one from each ward A proviso in the same Act repealed the incorporation of the "West Baton Rouge Academy," and directed that the children be educated in the "Catahoula Academy."

On the same day, March 7th, 1838, an Act was passed for the relief of the "New Orleans Commercial Library," $1,000 *per annum*, for five years, being appropriated for the purchase of books, with the *proviso* that members of the Legislature have "free access thereto." Act No. 71, of March 10th, incorporated the "Covington Female Seminary," under seven Trustees, and the "Springfield Institute," in Livingston Parish; and $1,000 *per annum*, for five years, were appropriated; the condition being that, during such years, *seven indigent orphan* children (one from each police jury ward), *should be instructed therein and boarded free of any cost whatever.* The incorporation of the "Franklinton Academy," in Washington Parish, was the next step of the Legislature; a similar appropriation being made, to aid in the education and maintenance, free of charge, of *ten indigent orphan children* (one from each ward). The "Pine Grove Academy," in Caldwell Parish, was also incorporated, with an appropriation of $1,500 in aid thereof, and the "Providence Academy," in Carroll, with aid to the extent of $1,000 *per annum*.

On the 12th March, 1838, the "State Library" was established in the State House, in charge of a Librarian receiving $600 *per annum*. An annual appropriation was made of $1,000, for the purchase of books. This library was to be free of access; but books could be taken out only for the use of the Legislature; and the Librarian was to report annually. On the same day, Act No. 104 incorporated the Seminary of the town of Minden, then in Claiborne Parish, and $1,000 *per annum*, for five years, were appropriated in aid of the institution, in which, however, *ten indigent children should be instructed gratuitously.* This was the last movement of the Legislature of 1838, on the question of education.

The year 1839, was signalized by the adoption, February 27th, of Acts incorporating the "Milne Asylum," for destitute orphan girls, and a similar institution for boys. On the 5th March, the "Covington Female Seminary" was favored with an amendatory Act (No. 6), providing for an annual appropriation of $3,000, conditioned on said Seminary's

boarding and educating, annually, *twenty-five indigent children.* "Union Parish" was created ex Ouachita on the 13th March, and her right to a portion of the school fund enforced. On the same day, Act No. 13. encouraged the "Spring Creek Academy," by promising an amount from the State equal to that which would be raised by the Trustees, for the erection of a building. The additional boon was offered of an appropriation of $1,000 *per annum*, for five years, for the education therein of indigent children from the neighborhood of Calcasieu river. Act No. 14, of the same date, authorized the "Ouachita Female Academy," in Monroe, to draw appropriations, without complying with the *condition precedent* of the previous law. The next day, Act No. 25, favored the "Greensburg Female Academy," with an appropriation of $2,500 per annum (instead of $1,000), and imposed upon it the obligation of boarding and educating *twenty-five* poor children (instead of *ten*). Rather later in the session, on March 19th, Act No. 47 appropriated $800 for the use and benefit of the Jefferson Public Schools, in addition to funds already provided, and required the Police Jury or citizens to contribute a like amount for the same; and $500 for the Iberville Town Schools, *provided* the Police Jury should impose a tax to raise a similar amount--an eminently wise method of securing the establishment of an efficient system of public schools; and annual reports of these schools were required to be made by the Administrators to the Secretary of State (*ex-officio* Superintendent), and to the Police Jury of the Parish. A week later (March 20th), Act No. 55, incorporated "Plaquemine Academy," in Plaquemine Parish, under a Board of Trustees; and, in aid of this Academy, $100 per annum, for five years, was appropriated, for every indigent child that should be boarded, lodged, and educated at the expense of the Academy—not to exceed twenty children per annum. The legislative action, in behalf of education, in 1839, was closed with a donation of $3,750 to the society for the relief of destitute boys.

SCHOOL LANDS.

On this branch of our subject, the Legislature, on March 16th, 1839, adopted a resolution, requesting the Louisiana Senators and Representatives to obtain from Congress the passage of a law authorizing Louisiana (as Arkansas and other States had already been authorized), to provide, by statute, proper rules and regulations for the protection of school lands from waste, and for the leasing out, for a period not exceeding five years, of the 16th sections of such lands; and to empower the Governor, in all cases when the sixteenth sections in any townships shall have been conceded by a previous or valid title, or any part of it, to select and enter for the benefit of such township the same quantity elsewhere.

APPROPRIATIONS.

During the years 1838 and 1839, the amounts appropriated and paid out, for the promotion of education in Louisiana, were as follows:

	1838.	1839.
Public Schools.....	$39,853.34	$45,663.02
College of Louisiana..	38,750.00	20,000.00
College of Alexandria.	1,385.46	687.50
College of Jefferson...	63,947.75	21,666.66
College of Franklin...	15,833.33	12,250.00
Covington Female Seminary.....	3,000.00	.....
Clinton Female Academy.....	.....	500.00
Johnson Female Academy.....	750.00	1,000.00
Spring Creek Academy	1,500.00	4,750.00
Claiborne Academy...	1,500.00	1,500.00
Poydras Academy.....	1,500.00	1,500.00
Baton Rouge College..	1,500.00	3,000.00
Pine Grove Academy..	1,500.00	.....
Providence Academy..	1,000.00	1,000.00
Minden Seminary.....	.....	1,000.00
Ouachita Female Academy.....	.....	5,000.00
Caddo Academy.....	.....	1,500.00
Springfield Institute..	.....	1,250.00
Franklin Academy....	.....	500.00
TOTAL.....	$172,018.88	$122,767.18

Such was the legislation and such the extent of appropriations, during the memorable years, 1838 and 1839, under the administration of the patriotic Governor of that period, the Hon. A. B. Roman. Our statesmen of that day made honorable efforts, commensurate with the pecuniary resources of the State, to advance the cause of both public and private education; and, considering the sparsely settled condition of Louisiana, their plans were stamped with the seal of wisdom. The "Public Schools," *eo nomine*, were gaining a strong foot hold in the State, and laying the basis of the more general system to be inaugurated in after years. But what, alas! has become of the numerous Colleges and Academies so fostered and protected by the vigorous legislation of the past?

The Amenities of the School Room.

The true aim of education is not simply to develop the intellectual faculties. No teacher who properly estimates the value of the work to be done, can fail to recognize the fact that beyond the simple lessons of the text book, there is a wide range of responsibility. The intellectual is only one element in the formation of character. Not alone in what the boy knows, but what he thinks, feels, does, is to be found the germ of his future life. Intelligence is always desirable, but the intelligence which a child acquires through the text books is, at the best, but meagre, and may utterly fail in the hour when the real value of the man is to be estimated. When the strength of his integrity, or his power to resist evil, is placed in the furnace of some great temptation, it is not his memory of the rules of Arithmetic or Grammar, which will save him, but, if he passes safely through the ordeal, it must be by the exercise of his conscience and will. All knowledge rightly directed must tend to improve the understanding, but that comprehensive faculty must be exercised in morals as well as in letters and serve as the general guide for the conduct.

Omitting all consideration of the methods for cultivating those habits of study and those robust virtues which form the intellectual and moral sides of character, it is not to be overlooked that much of the happiness and of the usefulness of the individual will depend upon minor traits. It is in the development and judicious exercise of the minor characteristics that the school room is made attractive and agreeable.

1st. Between teacher and pupil mutual confidence should exist. The one is to guide, the other to follow. The one is surrounded by the prestige of superior rank sanctioned by traditional usages. The other is in circumstances to make help necessary and, with the frankness of youth, to desire it. We are speaking of the average scholar and not of those who may be exceptionally perverse, or precociously wicked. There is something radically wrong in the teacher whom the ordinary child does not regard with confidence as being eminently wise and just, as there is something radically wrong in the youth whom the average teacher cannot consider as honest and worthy of trust. This mutual relation, when once it is firmly established by the display of good qualities on both sides, will throw a flood of sunlight into the school room however homely or humble its exterior may be. Under its softening influence, the teacher will be relieved of hard discipline, of anxious and suspicious watchfulness, of the necessity for employing monitors, of all the irritation

which results from the fear that the order, and all the useful work of the room would come to a stand-still should the teacher be compelled from any cause, to be absent from the school during any portion of the daily session. The ability of the teacher to exercise this trust must be based upon a thorough knowledge of the character of the scholars. Much quiet, but observant study of dispositions must be first made, and even after that, there may be many failures. If, however, the teacher is patient and willing to wait, it will come at last. It is the objective point in the ideal school government and must be tried for and striven after until finally reached. That is a moment of supreme joy to the faithful teacher when it is possible to say—"present or absent, in the class room or out of it—I can always trust my scholars. They will do what I tell them to do, they will refrain from doing that which I have said they should not do."

2. The school room is made attractive, also, by orderly habits. These are essential to the comfort of the school as they are necessary to satisfactory and progressive work. Punctual and regular attendance must be enjoined and absence which might have been avoided can not be excused. Books must be kept neatly and should be covered with suitable paper, to be renewed, as often as their soiled condition requires a change. The floor is to be kept scrupulously clean, free from scraps of paper, from mud, and from everything unsightly to neatness. The personal appearance of the scholars is determined when necessary by a daily morning inspection. Hands and faces clean, polished shoes as free from stain as the weather will allow, and such other regulations as the circumstances of the parent of the scholar will allow, are conditions which may be rightfully exacted, and are so ordered in the rules for the government of all public schools. With the establishment of order, neatness and cleanliness as permanent rules of the school—it will be an easy step forward to add to the attractiveness of the building and its surroundings. A few pictures or bright mottoes upon the walls, a bunch of fresh flowers as a morning offering, and by other familiar ways, a new and brighter look is given to the school room.

3. Agreeable manners must be encouraged. The self respect of a child rises or falls with the tones of the teacher's voice. Gentleness is seemingly weak, but is really very strong. It can pull down and it can also build up. It subdues stubborn dispositions and it encourages the efforts of the timid. Over-good people who praise King Herod, and think that boys are an unmitigated nuisance, a semi-civilized race to be trained to a higher condition of humanity by hard knocks, would be apt to consider gentleness as entirely irrelevant in a public school room. They advocate stronger medicine than politeness in the treatment of school children. It is true there are many different remedies for disease, and children who are sick, physically or mentally, are not to be fed on sugar-plums. The teacher, also, has some sense and cannot be expected always to be gentle and winsome. There are times when the situation is grave and something more than love shines from the eye. It would be a sorrowful world where there was never a rain cloud, or a morning mist. We are speaking of a school room and how to make it agreeable, not of street manners, or the best way to manage a circus. How boys behave at home, on the corner of

the street, or in public places, is one thing and how they can be made to behave in the school room, is another and a different thing. It may be necessary, through perversity of disposition, or defective home training, to teach good manners, even as it may be necessary to teach good morals and correct speech—and then it is something worth teaching, not only for the agreeableness of the school room but because of the influence which such manners exercise upon the character and usefulness of the scholar in future life.

4. Life in the school room will be rendered more agreeable if sympathy and affection bind teacher and scholar. The teachers who surround themselves with an impenetrable reserve, whose brows are clouded with the cares of other duties, and in whose eyes are the dull light of a wandering mind—live in a different world from that of their scholars. On the other hand, the teacher who can enter into the joys and sorrows of the young—who can feel and express an interest in their amusements and their works, share in their hopes and fears—will find no difficulty in winning their love. This secured, and the daily work, however exhaustive to physical strength, will be robbed of its sting. The heart will grow stronger and braver. The hours swiftly flow into the days and weeks, and when the time of parting comes at last, there will remain an approving conscience and assured reward.

We have only skirted the subject. As there are different types of family life—the one extreme bringing the home as near to heaven as mortals can reach, and the other driving it as far away as the wretched who are not altogether homeless can get—so there are different kinds of school rooms. In the family circle, as in the school room, happiness and profitable work depend upon the careful training and exercise of those personal characteristics which give clearness to the understanding, strength to the will, and blend distinct individualities into a united energy which is rendered endurable only by a constant exercise of the amenities of life.

Scientific Activity.

In looking over a weekly journal like the Scientific American, the reader is impressed with the activity of the human intellect, and the value of the contributions to the progress of the age in all departments of science. Take for example a single number of that valuable journal, its issue of October 15th. First there is an account of a new system of constructing rail-road locomotives, invented by Doctor Raub, of New York City. "The object of this invention," we quote from the article, "is to construct a perfectly balanced locomotive, in which the center of gravity is coincident with the vertical median line of the engine, and in which the motive power is located at the middle of the engine in a plane extending through the centre of gravity. These two objects being attained, it is hardly possible to overestimate the value of the invention, since the locomotive will then be constructed upon correct principles and according to natural laws."

"The engine has no dead weight, therefore its whole power can be utilized for drawing freight. The heat is better utilized, as it is led back through the boiler by means of the return flues, and the fuel will be more fully consumed than it is now—higher rate of speed with much more safety than now—absence of a separate tender as both water and fuel are carried upon the lo-

comotive itself—and the further fact that no turn-table will be required since the locomotive is a perfect double ender, and runs in either direction with equal efficiency, and without damage to the gear—these are among the advantages claimed for the invention."

When we consider how much railroads contribute to the civilization of the age—to say nothing about the convenience to travelers—we can appreciate the importance of the changes to result from the application of this invention to our great railways.

Many other inventions in different branches of art and industry are enumerated. Scarcely any subject can be mentioned in which science is not at work to elucidate, develop, or explain. There are improvements in jewelry, ticket punches, electric locks, can-openers; in gates, loom shuttles, butter workers, toy wagons; in machinery, in electricity, agricultural implements, astronomical instruments, and the like. Everywhere science is aggressive. It turns its lens upon old superstitions, and sweeps away the proverbs and the poetry of the ancients.

"The soul's dark cottage, battered and decayed,
Lets in new light thro' chinks that time has made."

Times have changed since the poet sang—"How vain is learning; that cobweb of the brain."—Or since Selden dared to say "No man is the wiser for his learning." Knowledge, in this practical day, enters into all the employments of life. Nothing is too high or too low, too great or too small to rest in quiet, beyond the scope of mental activity. An improved locomotive may appear to be a matter of indifference to the farmer, who remains at home content to till his fields and gather the crops in their season. But the same intelligence which invents a new locomotive is at work upon the soil to double his crops, and upon the machinery to lighten the labor and cost of his harvesting. Every scientific advance, applied to the business of men, promotes civilization and sends out influences to move the world. The various uses of steam, electricity, the telephone, and the general development of the forces of nature, change the relations of men and nations.

This increased mental activity, and its wonderful results, add greatly to the possibilities of youth. The value of a sound education and the importance of right methods in the development of intellectual forces, rise in character and significance, when we consider, in the light of the 19th century, what a mind can do, and how much depends upon the bent given to that mind in the formative training in the school room.

Human intelligence is coming to the front as never before. It has higher, broader aims. It travels, with the speed of lightning, through distances which once it could not reach. It attains results that never entered into the comprehension of former times. It opens to the imagination still grander and more wonderful achievements in the future. It is binding the human race together in a great brotherhood of interests, and, with the aid of universal education, will diffuse a spirit of general progress.

"One touch of nature makes the whole world kin."

Lines of Progress.

It is important that in teaching as in other pursuits, there should be a clear understanding of the work required to be done, and a further knowledge of the most approved methods for doing that work. Without such intelligence, advancement may depend on accident, or be left to some unforseen contingency. A

workman may be very patient and persevering, thoroughly honest in his intentions, and yet, through lack of technical training, his labor may fail of the desired end. The mechanic who constructs the several parts of a delicate machine, is not the artist who adjusts the harmony of relations necessary to the completeness of the design.

It may not always be necessary for the young student, under instruction, to understand the why and the wherefore, and all the relative bearings of every new fact. It is sufficient to know that the fact exists, and the mind is exercised in the reception of that fact. The time may come when the underlying principles will flash out under the friction of new associations. The traveler on his journey who stops to explore all the by paths and cross roads, will soon wear himself out, and, dazed and bewildered by the complications of the way, may fail to reach the goal. For every useful, practical effort, there must be an objective point, and successful results can only be found in the way of progress.

Growth in understanding is as much the result of law as the fall of the leaf or the flow of the tides. Any special branch of study, communicated to the mind of the scholar, either by the voice of the teacher or by the silent influences of the printed page, must have reference to a previously acquired condition of the mind as able to comprehend and retain the facts embraced in that study. One truth cannot stand solitary and alone, either in the laws of mind or of nature. No power of abstraction can do more than consider that truth as the deduction from a chain of events which have passed in review before the intelligence or as a proposition by which to explain known phenomena in any department of investigation. An axiom in mathematics is a meaningless collection of words, unless the mind is able to go a step further and comprehend the relations of the concrete. Analogies and contrasts, affinities and repulsion, cause and consequence—stand like attendant relations around every truth. That much abused word evolution, which takes an established conclusion in a chain of events, and founds upon it a new premise from which to make further advancement—is the key of all intellectual progress. What the scholar learns for the first time, is something which he is prepared to know either by the degree of cultivation of the perception, or by the growth of his understanding with reference to the relation of events as cause or effect, antecedent or consequent.

To say that the studies of the school room must be conducted with reference to some practical result which makes knowledge desirable, is a proposition which no one will dispute, and yet it is often given an injurious latitude. Upon the strength of the saying, some men would convert the school room into a machine shop, and require the children to pass through a kind of apprenticeship in various trades—the girls to learn telegraphy, stenography, quilting and bread-baking; the boys to become expert in shoe-making; and other mechanical pursuits. The aim of school life may not be so restrictive. Education, even in elementary schools, may take a higher and broader ground. It may seek to confer upon the boy, greater power to think and to act in accordance with the supreme laws of his being. It may make the man stronger in the knowing and in the believing—more self-reliant for the duties of life, with a higher sense of personal responsibility. Everything is valuable which contributes

to this result. Everything is useless, or worse than useless, which is not progress in this direction.

The studies of the school room are not simply designed to impart knowledge, but to develop an ability to acquire knowledge. as the individual advances in years and social position Much that is learned from the text books will be of no value in after years. The leading studies of youth—geography, grammar, history, and arithmetic—present an accumulation of facts, theories, precepts, illustrations which are forced upon the mind with difficulty, and which will begin to fade from the memory as soon as school days have been finished. Time expended upon many of the lessons through which these studies are taught may be of questionable value. The child learns more of geography than is useful to the man. The subtilties and distinctions and analytical processes of our English grammars pass for naught in the gold room, or on change. All the hard learned rules of fractions and per centage vanish under the keen thrust of a bargain in trade, or are pushed aside by the ready made interest tables, and the sharp demands of the merchant to whom moments of time are precious.

Yet we are not to throw away these studies until we can put something better in their place. A childs' education starts with himself. Where am I? What am I to do and what to be? These are the great primary questions. Articulate speech can not sound deeper or raise to higher notes. Moreover as a social being he cannot ignore fellowship—what others are doing and have done—how and where they live, how best to communicate with the living both by speech and by the written word—all this and much more is the starting point of a common school education and the studies which have been selected have reference to a progress of the mind in the development of the several faculties, and to a suitable preparation for an intelligent and useful discharge of the common as well as the highest duties of life.

The intelligence of the child at school and of the advanced scholar, must work through perception, memory, imagination, reason, judgment. Passing through the primary stages of instruction in the nursery and at the side of the mother —during which the senses have been unfolding in delightful exercise, and the young intellect has been gathering a rich harvest of new ideas—there comes the time when the mind must grasp the abstract and deal with the unseen. Then the teacher takes the child by the hand and leads it gently and patiently, guiding the steps onward, until direction is no longer needed, and the boy become a man, and the girl become a woman, turn away from the school room and henceforth must walk their several ways in their own strength and by the light of their acquired wisdom.

The teachers' work has been to give proper direction to the life of the scholar, as an intelligent and moral being, and the value of the work is to be measured by the progress of the scholar from a lower to a higher sphere.

The Peabody Normal Schools, and Teachers' Institutes.

HOW THEY MAY BE AIDED BY THE STATE.

Normal Schools, or, more properly, *Seminaries for the professional training of aspirants to the Teacher's vocation*, and Teachers' Institutes, in which, where needed, the existing corps of Teachers may be trained, by professional experts, in a correct understanding of improved methods of instructing children, are essential, nay, indispensable, features of an

efficient public school system. This fact was long since recognized in the most enlightened States of Europe, and it is now accepted in most of the States of the Union. The reasons are obvious: Teaching is a profession, quite as much as practising law or medicine is, and, in addition, an art, of discriminating methods adapted to the mental needs of children. In these methods, a special training is certainly necessary, particularly in communities where a large number of instructors may be required, or where, without some such training, or test of knowledge, incompetent or illy-qualified candidates may be introduced into the schools, to the positive disadvantage of the pupils, and to the gradual degradation of the school system itself.

Schools of medicine have been established, under the direction of able, accomplished, and experienced physicians, to train young students in a proper comprehension of the organism of the human frame, and in the use of drugs and other medicaments actually adapted to the cure of diseases; and schools of law, administered by cultured and eloquent professors, have been deemed necessary for the preparation of young men for a successful defence of human rights and property. How much more important is it, that adepts, for the development, strengthening, and refining of the immortal minds of youth, should be professionally trained in well organized Normal Schools or Seminaries, and in Teachers' Institutes, conducted in conformity to the best known models in the land! Such Institutes are needed in every Parish in Louisiana, for the benefit of the Teachers therein; and their existence, even for two or three weeks at a time, during intervals when the Teachers are at leisure, would, under the direction of an experienced instructor of methods, result in an inestimable benefit to the children of the Parish.

Louisiana has not stood aloof from the cordon of States in which Normal Schools have been established; for, from 1857 to 1861, she liberally sustained a State Normal School, which, from year to year, supplied her schools, both public and private, with an excellent corps of well-trained young teachers. Nor have her legislators, of later years, neglected preparatory measures for reviving such an institution, or for preserving the two Normal Schools already in operation in New Orleans, through the generosity and liberal policy of the Trustees and General Agents of the Peabody Fund. On the contrary, the Honorable General Assembly of the State, on the 15th April, 1880, adopted an Act (No. 143), which was approved by the Governor and duly promulgated, by which the State Board of Education is fully empowered to sell the property now under its control, purchased for the use of "*State* Normal Schools, and to appro-"priate the proceeds and any rents de-"rived from the property, to *aid in* the "maintenance (during three or more "years), of Normal Schools and Depart-"ments in the State of Louisiana, for "the purpose of enlarging the usefulness "of said institutions, securing scholar-"ships therein for advanced students, "and for the scholastic improvement of "any person already teaching, who may "desire and be able to attend such in-"stitutions, in the proportion of thirty "dollars for each student so trained, du-"ring at least seven months in the year, "without charge for tuition."*

The only Normal Schools in Louisiana, *at the time of the passage of this Act, and now*, are the Peabody Normal Seminary (for white students), and the Pea-

*Vide Act No. 143, on page 207, of the Acts of the General Assembly, 1880.

body Normal School (for colored students), both located in New Orleans, but open to properly qualified students from any part of the State, to whom the *Seminary*, for eleven years past, and the *School*, for four years past, have offered a free professional training as Teachers, under the gracious patronage of the Trustees and General Agents of the Peabody Education Fund. The language of the Act explicitly shows, that these are the institutions for which *aid* is intended, and to the end that "*their usefulness may be enlarged*," and "*scholarships secured therein for advanced students*" from rural Louisiana; and the Act has but to be enforced, *according to its plain intent*, to effect these important ends, and to bring both schools into active co-operation with the State, and *so realize what is expected and requested by the present enlightened and honorable General Agent of the Peabody Fund.*

A Memorial, submitted, in July last, to the Honorable State Board of Education of Louisiana, shows that a judicious enforcement of this Act—that is, by the sale of the site, in this city, purchased in 1860, for the State Normal School. (which site, at present occupied by the city authorities, is under the control of the State Board of Education),—will realize a sufficient amount to afford material aid to both the Normal Schools, and even leave, moreover, a residue for the opening of Normal Departments in some of the rural Colleges, should such departments, on examination, be deemed essential to the "professional training of advanced students as teachers of the public schools" in rural Louisiana. In other terms, it is shown that, for the year 1881-82, there may be derived from the sale of this property, in cash, from $800 to $1,000; to which adding the rent due (per contract), by the City of New Orleans, from January 1, 1878, to December 1, 1881, say $700; there will be, at the disposal of the State Board, $1,700, or a a minimum of $1,500—a sufficient amount for 50 scholarships of $30 each, which might be judiciously partitioned, in conformity to the Act, as follows:

For 30 Students in Peabody Normal Seminary	$900
For 10 Students in Peabody Normal School (c)	300
For 10 Students in Normal Departments, Rural Louisiana	300
Total	$1,500

or, possibly, a larger amount.

Prompt action of this character by the Honorable State Board of Education, will not only preserve the two Normal Schools, now so eminently useful to the State, but it will contribute materially towards the desired restoration of the Peabody Fund to rural Louisiana, and doubtless, also, to the next General Assembly's recognition of the value of the Normal Schools and Departments aided or established by the wisdom of its predecessor, and of the necessity, on the Honorable State Board's recommendation, of according liberal appropriations for their maintenance beyond the "three or more years" deemed essential in Act No. 143. We earnestly trust, therefore, that the State Board of Education will meet, at an early day, and adopt all preliminary measures needed to put this important Act into operation.

Mischief.

Mischievous children sometimes sorely try the patience of the teacher—and a mistake is made in the manner of treating them. The boy is naturally bright—he can do his work in half the time allowed to the class. Then he looks around him and, finding abundant opportunity, plays his pranks upon his neighbors. The teacher disturbed by the disorder administers a flogging, or stands the little fellow in a corner with his face to the wall, a position which he keeps about ten minutes and gets another flogging. Then he is seated on the platform and in due course of time earns flogging number three. The teacher's patience is exhausted at last and the boy is sent home as incorrigible.

There he finds something to do. He expends his surplus energy in *work* of some kind. He builds miniature houses, saws wood, or engages in some active play. When his thirst for activity is gratified he is as quiet and demure as the best little lamb of the flock. The trouble with the boy while in the school room arose from the lack of employment. Give him work to do, after it becomes known what kind of work interests him, and the spirit of mischief is quieted. If you want a monitor to distribute pens, copy-books etc. take the boy who has the hardest work to keep quiet. There are many ways known to the teacher, by which some kind of responsible employment can be exacted. The deep respect of the boy is aroused and his excessive *variety* is turned into harmless channels.

Second-Hand Books.

In many families, as we have reason to believe, there is to be found a large collection of second-hand books, which were used by the children of the family in younger days, but which books having served their purpose are no longer deemed of any value and cumber the shelves of book cases, or are thrown aside in garrets and store-rooms. Some of them are half-worn school books. Others are fairy tales, stories suitable for children, attractive narratives with a sound healthful moral, wholesome reading for boy or girl. Doubtless many of these books, would be cheerfully given to any association which would make a good use of them. They could be properly assorted and sent to some of our asylums, where the elder children are instructed sufficiently to enjoy the reading of a good story in the proper time—if time be allowed for such recreation. There are many poor children in the city, of honest, industrious parents, to whom some of these books might be of great help We throw out the suggestion, satisfied that it can do no harm, if the idea is not a practicable one—and thinking that it may possibly do good, if an effort was made by some competent association to try the experiment.

Ex-Governor Louis A. Wiltz.

Louisiana had not put off the mourning garments worn in common with all the States for a murdered President, when she was called upon to lament the death of her own Chief Magistrate. The political opinions and public career of Gov. Wiltz are too well known to require extended notice. The many warm personal friends who were attracted to him by the strong salient points of his character, and by that magnetism which makes and secures lasting friendships, are deeply grieved by his death in the prime of manhood, just as the ambitious hopes of his life were being realized, and while yet the future offered many alluring prospects.

Having been trained in the Public High School of this city—he possessed an intelligent understanding of the condition and wants of our system. As a member and President of the City Board of School Directors, as Chairman of the Committee on Education in the Legislature, as Mayor of the City, and in his more recent public life, he ever manifested the warmest interest in the condition of the public schools, and, in many particulars, was of benefit to them.

There were times when the schools needed his aid, and it was always given with a generous frankness and a direct earnestness which must cause his memory to be cherished as a friend of public education.

Art and Nature.

Art is the child of nature; yes,
Her darling child in whom we trace
The feature of the mother's face,
Her aspect and her attitude,
All her majestic loveliness
Chastened and softened and subdued
Into a more attractive grace,
And with a human sense imbued.
He is the greatest artist, then,
Whether of pencil or of pen,
Who follows nature. Never man
As artist or as artisan,
Pursuing his own phantasies,
Can touch the human heart, or please
Or satisfy our nobler deeds,
As he who sets his willing feet
In nature's footprints, light and fleet,
And follows fearless where she leads.

—LONGFELLOW: *Kermos.*

Practical Department.

EXCERPTA FROM THE COURSE OF LECTURES DELIVERED BY PROF. ALEX. DIMITRY, LL. D., IN 1872, BEFORE THE STUDENTS OF THE PEABODY NORMAL SEMINARY.

THE MODE OF ENFORCING THE LAW OF DUTY IN PUPILS' MINDS.

In endeavoring to show the necessity of fostering the sense of duty in pupils, touching sincerity and veracity, I have already pointed out some of the causes which might work upon them to indulge in dissimulation and to disregard the truth. I have told you that children will resort to falsehood, "in fun," through self-interest and sometimes through fear.

But not for these alone will they violate the truth. Many of them do it through a mere spirit of vanity. They will endeavor to steal, as it were, your approbation and your praise; they will yield to the temptation of boasting, and claim more merit than that which they know themselves really to possess You should, therefore, applaud, in their conduct and studies, that only which your strictest judgment will tell you is worthy of esteem. Be not lavish of even justifiable praise. Especially, let the best and most encouraging of your praises be awarded to modesty and sincerity.

At other times, children will lie, almost without the action of their will and from the slightest disturbance of the mind. Confusion jars their thoughts; they have but an imperfect notion of what they say, because they have but the same imperfect notion of what they should say, and from this arises an absolute distortion of the nature of things. Children will fail, also, in the observance of truth, through mere levity; not reflecting on the meaning and reaches of the words which they utter, and therefore, not properly accounting to themselves for what they wish to say or to do.—You should cherish and sustain, then, in your pupils, a calmness of proceeding and a spirit of rectitude. Accustom them, by every laudable effort, to conceive and fashion none but just and clear ide s within the sphere of their intellect; to speak of nothing but that which they actually know, and to understand and respect the importance and dignity of true speech! In one word, so watch, so act, so reprove, that no motive may be left to them for deceiving you, or for indulging the attempt, with a hope of success!

Dissimulation and falsehood—the opposites of sincerity and truth—will early canker some children's minds. Dissimulation may not yet have reached the positive degree of falsehood; but it is the precursor and the guide, which leads them, gradually, through the crooked paths of insincerity, to the broadway of guilt. Dissimulation may sometimes prove more guilty than falsehood itself; for it may serve as a mantle for a whole family of vices of the most repulsive nature, if exposed to the sight. A falsehood may be uttered in a mere spirit of levity; but, at no time, does dissimulation, centering in the mind and lodged in the will, cease to combine and keep up its work of insincerity. Falsehood may be no more than a passing fault; dissimulation is a permanent defect in the moral organization, when it has once and fatally established its sway. The guiltiest of dissimulation—the dissimulation most difficult to be rooted out—is that which stealthily creeps up to the frankness and ingenuousness of childhood, and smothers them in its poisonous serpent-folds.

Timidity, in children, will not unfrequently put on the appearances of dissimulation. Timidity. like dissimulation, will stand with silent lips and eyes abashed.—Take good care not to mistake between them. The former will require the gentle, encouraging voice; the vigilance to detect, and the strong hand to correct. Yet, if you be not watchful and discriminating, timidity may insensibly degenerate into dissimulation, through the habit of silence and reserve by which this same timidity is marked.

Let frankness and sincerity be among the honored virtues of your schools! Let them preside over all its relations—the relations between the teacher and the pupils, and those of your pupils among themselves. To this end, you

will be justified in allowing a dignified degree of freedom of action and speech, as between your pupils and yourselves. Better, a thousand times better, that children should pass unquestioned for committing some minor faults incident to their years, than to appeal to strict authority, on every occasion, and thus lead them into dissimulation by the unmerciful rule of constraint. Meet them half way, so that, preparing their minds for confidence, they may find there no motive of interest, no motive of fear, to solicit them to deceive. To that confidence they will readily yield, if you shall have succeeded in impressing them with generous affections and honorable sentiments. If you shall have convinced them of the necessity of their own esteem for them to be all that they should be, they will, with the exception of the few of the worst kind, repay your labors and your care by their sincerity and truth. Yes, they will be truthful and sincere; for it seems to be one of the ways of God, in avenging the transgression of his law, that the falsifier shall ever be not only the object of scorn, but also the scourger of his own guilt.

The progressive development of the reason of your pupils will largely contribute to make them understand the precious value of truth. It will enable you, step by step, to reveal clearly to their mind the high privilege which Providence reserved in making them beings, intelligent and moral at once. Upon all occasions, with every favorable circumstance, lay aside the dry book with its text—feed them by your own instructing voice with the *pabulum* of truth, in all its tendencies and forms. Let them learn from that voice—faithfully and savingly—that falsehood is a real profanation of the fairest gifts with which God has endowed the favored creature of his hand.

The uprightness of heart and purity of character, which are the consequences of truth, in all its relations, your pupils will finally come to hold as qualities most worthy of esteem; for these, indeed, are the foundation and the guarantee for all the other noble qualities which adorn our kind. Your own conduct will be to your pupils the best proof that you recognize the prominence of those qualities; while your advice and exhortations can not fail to lead them into an appreciation of their merit and usefulness, even as a means of success in the dreary warfare of life. You will not weary in the duty of enforcing on their minds the fact that honesty to others, as well as to themselves, is the only means of enjoying the inner satisfaction—of obtaining the serenity of mind which it begets, and, with the help of knowledge, of doubling the creative forces of the brain and, ultimately, of obtaining the highest reaches of improvement! You will, whenever the opportunity may offer, in the course of your severer duties, linger on the fact that the upright, faithful, and, therefore, reliable character is that which commands the respect of our fellow beings, which leads confidence captive, and which secures friends, and justifies the consideration of society.

THE SECRET OF FREDERICK FROEBEL.

BY A. D. MAYO.

Almost one hundred years ago (1782), in a little village in Thuringia, Germany, a child was born named Frederick Froebel. Before he was a year old his mother died, and his father, a poor country clergyman, soon married again. The new mother did not take kindly to the awkward little boy she found in the parsonage, but worried and neglected him in a provoking way till the age of ten. But he had a soul of his own, and was already on the lookout upon the world amid which he lived. He was often locked in a little room in the parsonage for safety, but spent his days of confinement watching some builders repair the neighboring church, and trying to make a church of the tables and chairs. His wanderings about the parish with his father started a shower of questions about God's permission of the ten thousand disgusting and evil things in the country life of Germany a century ago; questions which have not yet been settled by any of the great theologians of that deeply pondering nation. During his childhood King Louis was beheaded by his revolutionary subjects in France; and the ignorant people all over central

Europe were seized by a panic that the world was near its end. But little Fred asserted that God was too wise to destroy so bad a world as this just then, while he had a chance to make it better.

Taken up by his elder brother at ten and sent to school till fifteen, he rapidly expanded, as a suppressed boy of good parts always does when he gets the chance. But his school-life only waked up desires it could not satisfy. He was no great scholar when, at fifteen, he was put under the apprenticeship of a forester (a keeper of royal estates). There he was neglected badly, and, of course, graduated at eighteen, a good deal more of a boy, for he had been observing, thinking, and feeling all the time, but with small knowledge of what he was sent to learn. Then his step-mother came down upon him again, and, till twenty-one, seemed to be his evil genius, bent on keeping him away from everything he desired to do. He was able to get to a university town and hear some lectures, but the poor boy was arrested for the little debts incurred for board and tuition, and cast into prison nine months. But during his term in prison he got hold of some Latin books, studied like a trooper, and came out a bigger boy than when he went in. Relieved from this rough school, he was called to aid his father during the short remnant of life spared to him; and then, at the age of twenty-one, was thrown, in poverty, upon the world.

At Frankfort he fell in with a schoolmaster, who saw the promising young man he was, and took him, on trial, as a teacher of boys. From that day, for fifty years, Froebel gave himself, body, soul, fortune, to the work of teaching. As a practical teacher he seems never to have been a success. He was laboring all the time with vast ideas for the reformation of the education of Europe, and the real children in his hands could not always respond to his curious and eccentric experiments in pedagogics. He was always a true man; shouldered arms as a soldier in the war of deliverance for Germany from the tyranny of Napoleon, and, in camp, made friends of two young men, who afterwards were famous as his associates in education. He also shouldered two families of his own relatives, and tried to utilize them in his experiments in the great art to which he devoted his life. He was known as a remarkable man who had crotchets about teaching children. A few persons of high degree tried to help him, but their aid was of no great practical value. The government of Switzerland contributed to the establishment of one of his model schools, but the school-master seemed to learn more than the scholars by all these experiments. His ideas of the training of children were so out of gear with the family school and university life of the Germany of that day; some of them so impracticable in any civilized state of that period; that his school always broke down at some point where the ideal touched the actual boy or girl it tried to turn into an angel.

At last, in his old age, after a checkered experience of failure and success, always poor as poverty, he came out upon the circle of ideas in which he founded the system of infant-schools known as the *Kinder Garten*, by which he will chiefly be remembered in the future. Like so many great men, his last vision was his best; but he had too little life remaining to bring the new school really before the world. The government of Prussia forbade the establishment of his kindergarten in that kingdom, and he died, at seventy, apparently a failure. A small number of people of influence had, at different times, been attracted to him, and a few stayed by till the end. But probably, if in the year 1852, the year of his death —less than thirty years ago—any of us had inquired through the chief cities of Germany, to say nothing of other civilized nations, concerning Frederick Froebel and his kindergarten, not one in a thousand respectable, educated, official, clerical people would have known what was meant. We are so apt, when we hear of a man whose name has become a household word forever, from its connection with some reform of society, to think that, had we lived in his day, we should have known all about him and his mighty work. But that is just what we should not have known. It is almost impossible to conceive the indifference, ignorance, or open hostility and malignant jealousy that for years is able

to stamp out even the tracks of such a mind. Within the recollection of half the readers of the Journal, thus, one of the greatest men of modern Europe, died, old, poor, worn out with a wearisome life, in which he had satisfied himself least of all people; but through which he had been led on to most remarkable results.

But now the kindergarten school for little children is becoming a household word in Germany, England, and America. Our young women are learning the art of handling it, and our children are put into it. The daily press turns aside from its ponderous politics to discuss it. The school-men everywhere are debating it; and thoughtful mothers, who are always on the lookout to find something good for the little children, are reading and meditating on its methods. And, of course, as always in a new sensation of reform, the land is full of impecunious young ladies and widows who are hanging out the sign, "Kindergarten," and trying to "fight it out on that line" with a noisy crowd of children on a high horse inside; while the importunate disciples of the coming reform carry on a bitter warfare before conventions and hot little monthlies concerning rival claimants to the name of kindergarten. But through all these clouds of misconception, ignorant charlatanism, and intemperate advocacy, Froebel and his few radical ideas about children, are coming up to a power of the first magnitude in modern society. The final result of his work will not be found in the little methods which we sometimes suppose to be the essence of the system—the singing of little, sometimes puerile songs; working worsted patterns; playing with blocks, and handling the "gifts."

All that is the quaint German dress in which the new child was arrayed by its fond parent, and a good deal of it will pass away. The real claim of Frederick Froebel on immortality is in the early perception and faithful inculcation, for fifty years, of a few very simple ideas about educating a child:

First. That every child of a man is a child of Almighty God, and is all the time being educated by God in a glorious university, the universe in which he lives, through all the agencies and events which go to make up our human life.

Second. That all education that really tells on a child must be in the same line with this life-education by God's providence; what we sometimes call the method of Nature. That we succeed with children only when we try to wake up and expand the faculties they actually possess, and direct them to the world in which they live for objects to satisfy these faculties; to nature for information of the ways of God in the physical universe; to work of some sort to develop the creative, executive character and powers; to the real life of man as seen in the going on of affairs, and the history of the past for instruction in the higher laws of the soul. To try to educate a child by putting knowledge into his memory from the outside, without the waking, training, and unfolding the child himself, is like trying to raise peaches by tying peach-blossoms, in spring, on the palings of a garden-fence.

Third. That parents and children belong together, and the law of all good training is: "*The parents should live with the children;*" not only in the same house, but in the same spiritual world, living in all their hopes, and joys, and sorrows, and giving their best life to moulding the mental and spiritual character of the little ones. And as women can enter into the feelings of good parents better than men, they are, properly trained and educated, the fit teachers of little children.

Fourth. That the aim in all real education is not to make of a child a machine to do a special sort of work, but to develop a child to a true woman or man, in the broadest sense of the word.

In these broad and catholic ideas which go to the foundation of all training of the young, is found the secret of Frederick Froebel. And these are the ideas that must prevail, as man in all climes and all new ages comes to a knowledge of himself.—*National Journal of Education.*

ORIGIN OF THE DAYS OF THE WEEK.

The names of the week days were originally given in honor of the sun, moon, and planets, which were objects of adoration in ancient times.

"Sunday" was anciently dedicated to the sun, and was, therefore, called the sun's day; in the Saxon *sunnan* (sun) and *dag* (day).

"Monday" was sacred to the moon, and is, therefore, called moon-day; Saxon, *monandag.*

"Tuesday" was mars-day in ancient times, and derives its name from the Saxon, *tiwesdag.*

"Wednesday" is from the Saxon *woden,* (anciently the highest god of the Germans and Scandinavians), and *dag* (day).

"Thursday" was originally consecrated to *Thor,* the god of thunder, (answering to Jove of the Romans), and is, therefore, called *Thor's day;* Saxon, *Thunresdag.*

"Friday" is from *Fria,* the goddess of marriage (equivalent to the Latin Juno), the wife of Odhin or Woden, and *dag* (day).

"Saturday" was anciently Saturn day; Saxon, *Satern dag.*

The old Roman names were as follows:

Sunday, Dies Solis (Sun's day).
Monday, Dies Lunæ (Moon's day).
Tuesday, Dies Martis (Mar's day).
Wednesday, Dies Mercurii (Mercury's day).
Thursday, Dies Jovis (Jupiter's day).
Friday, Dies Veneris (Venus's day).
Saturday, Dies Saturni (Saturn's day).

CHARACTERISTIC INCIDENTS OF THE MICHIGAN FIRE.

Fires had been burning in Sanilac, Huron, and Tuscola counties, but no one apprehended any danger. Farmers had set fire to slashings to clear the ground for fall wheat, but this happens every fall, and the fact that not a drop of water had fallen in from fifty to seventy days was not considered by those who saw the smoke clouds and replied that there was no danger. There was danger. Behind that pall of smoke was a greater enemy than an earthquake, and it had a tornado at its back and two hundred miles of forest in the front. From noon until two o'clock a strange terror held the people in its grip: then all of a sudden the heavens took fire, or so it seemed to hundreds. In some localities it came with the sound of thunder. In others it was preceded by a terrible roaring as if a tidal wave were sweeping over the country. Almost at the same minute the flames appeared in every spot over a district of country thirty miles broad by one hundred in length.

At Richmondville, ten miles above Sanilac, one hundred and fifty people had comfortable homes, stacks of hay and grain, teams, cows, pigs, sheep, and no fear of the fire which they knew was burning a mile away. At two o'clock the flames rushed out of the woods, leaped the fences, ran across the bare fields, and swallowed every house but two, and roasted alive a dozen people. It is hardly forty rods to the beach of the lake, and yet many people had no time to reach the water. Others reached it with clothing on fire and faces and hands blistered. The houses did not burn singly, but one billow of flame seized all at once and reduced them to nothing in ten minutes.

I saw many and many a spot where the billows of fire jumped a clean half mile out of the forest to clutch house or barn. The Thornton family were wiped out with the exception of a boy. Thornton had hitched up his team to drive the family to a place of safety, but when he saw that they were all surrounded by the flames he unhitched the horses in despair. Before they could be unharnessed they bolted in different directions, and the old man became so confused that he ran directly toward a big slashing, which was then a perfect mass of flame, and dropped and died with his head toward it.

Meantime the mother and children had taken refuge in the root house. This was a structure mostly sunk in the ground and the roof well covered with earth. Here they were all right for a time, but when the father failed to join

them one of the sons went out to see what caused the delay. He was hardly out of the place before the door through which he had passed was in flames. In this emergency he ran to a dry creek, and by lying on his face and keeping his mouth to the ground he lived through it.

I talked with a woman who lived neighbor to the Thorntons, and who escaped by fleeing to a field of plowed ground. This was only a few rods from the root house, and she said it was fully an hour before the screams and shrieks and groans from the people inside grew quiet in death. One by one they were suffocated by heat and smoke, and their bodies presented a most horrible appearance. To one riding through the district it seems miraculous that a single soul escaped. The fire swept through the green trees the same as the dry. It ran through fields of corn at the rate of twenty miles an hour, and fields of clover were swept as bare as a floor. Dark and gloomy swamps, filled with pools of stagnant water, and the home for years of wild cats, bears, and snakes, were struck and shriveled and burned almost in a flash. Over the parched meadows the flames ran faster than a horse could galop. Horses did galop before it, but were overtaken and left roasting on the ground. It seemed as if every hope and avenue of escape were cut off, and yet hundreds of lives were spared. People spent ten to twenty hours in ditches and ponds, or in fields under wet blankets, having their hair singed, their limbs blistered, and their clothing burned off piece by piece.

In dozens of cases the first flames spared houses and barns, but after seeming to have passed on for miles, suddenly circled back and made a clean sweep of everything. Unless one rides over the burnt district he cannot believe the eccentricities of a forest fire. In the great swamp, between Sanilac and Sandusky, it burned everything to the roots for a mile in breadth. Then it left patches from ten feet to ten rods wide. Then again it struck in and burned lanes hardly twenty feet wide, leaving half a mile of fuel on either side. In the timber it seemed to strike the green trees harder than the dry ones. It was like a great serpent making its way across the country. It would run within three feet of a wheat stack, and then glide away to lick up a house. It would burn a stack and spare a barn ten feet off.

People felt the heat while the fire was yet miles away. It withered the leaves of trees standing two miles from the path of the fiery serpent. The very earth took fire in hundreds of places, and blazed up as if the fire were feasting on cordwood. The stoutest log buildings stood up only a few minutes. The fire seemed to catch them at every corner at once, and after a whirl and a roar nothing would be left. Seven miles off the beach, at Forester, sailors found the heat uncomfortable. Where some houses and barns were burned we could not find even a blackened stick. Every log, beam, and board was reduced to fine ashes.

Seven miles back from the lake at Forester a farmer gathered up fifteen persons in his wagon and started for the beach. The fire was close behind them as they started—so close that the dresses of some of the women and children were on fire from the sparks. It was seven miles of up hill and down, with corduroy, ruts, and roots, and the horses needed no whip to urge them into a mad run. As the wagon started the tire of a hind wheel rolled off. They could not stop for it, and yet, even on a good road, the wheel would have crushed down in going twenty rods without it.

It is an actual fact that the horses pushed over that seven miles of rough road at a wild run, and the wheel stood firm. A delay of five minutes at any point of the road would have given fifteen more victims to the flames which followed on behind. I saw the wagon at the lake, and I saw the tire seven miles away on the roadside.

The people who sought the beach had still to endure much of the heat and all of the smoke. Wading up to their shoulders, they were safe from the flames, but sparks and cinders fell like a snow storm and the smoke was suffocating. The birds not caught in the woods were carried out to sea and drowned, and the waves have washed thousands of them ashore. Squirrels, rabbits, and such small animals, stood no show at all,

but deer and bear sought the beach and the company of human beings. In one case a man leaped from a bluff into the lake and found himself close behind a large bear. They remained in company under the bank nearly all night, and the bear seemed as humble as a dog. In another instance two of the animals came out of the forest and stood close to a well from which a farmer was drawing water to dash over his house, and they were with him for two hours before they deemed it prudent to jog along. Deer came out and sought the companionship of cattle and horses, and paid no attention to persons rushing past them.—*Detroit Free Press.*

SET OR SIT.

The Christian World thus sets at rest a perplexing question among agricultural editors: "Many of the agricultural journals are sorely troubled to know whether a hen sits or sets. If some editor of dignity would set a hen on a nest, and the editors would let her set, it would be well for the world. Now, a man, or woman, either, can set a hen, although they cannot sit her; neither can they sit on her, although the old hen might sit on them by the hour if they would allow. A man cannot set on the wash-bench; but he could set the basin on it—and neither the basin nor the grammarians would object. He could sit on a dog's tail if the dog were willing, or he might set his foot on it. But if he should set on the aforesaid tail, or sit his foot there, the grammarians as well as the dog would howl. And yet, strange as it may seem, the man might set the tail aside and then sit down, and neither be assailed by the dog nor the grammarians."

To the above remarks we would add the following examples of the correct use of *set* as a transitive verb:

Set your affections on things above.—*Col.*, iii, 2.
Every incident *sets* him thinking.—*Coleridge.*
On these three objects his heart 'was *set*.—*Macaulay.*
I have *set* my life upon a cast,
And I will stand the hazard of the die.—*Shakespeare.*
Set thy own songs and sing them to the lute.—*Dryden.*
Pastoral dales thin *set* with modern farms.—*Wordsworth.*

Set is used as an intransitive verb as follows:

Ere the weary sun *set* in the west.—*Shakespeare.*
Those men who *set* up for morality, without regard to religion, are generally but virtuous in part.—*Swift.*

Set is sometimes used as a predicate adjective:

The *set* phrase of speech.—*Shakespeare.*
A *set* discourse; a *set* battle.—*Webster.*

Set is used as a noun, as follows:

The weary sun hath made a golden *set*.—*Shakespeare.*
A *set* of dishes; the *set* of a spring, etc.

The following examples illustrate the correct use of *sit* as an intransitive verb:

Like a demigod here *sit* I in the sky.—*Shakespeare.*
For heaven's sake, let us *sit* upon the ground.—*Shakespeare.*
This new and gorgeous garment, majesty,
Sits not so easy on me as you think.—*Shakespeare.*
The partridge *sitteth* on the eggs.—*Jer.*, xvii, 2.
The Court *sits* in July.—*Webster.*
Here I and sorrows *sit*.—*Shakespeare.*

Sit is used as a transitive verb as follows:

He *sits* his horse well.—*Webster.*
They *sat* them down to weep.—*Milton.*

The Harvest.

One wept that his harvest was small,
With little of fruit or of grain;
While his neighbor, with barns running o'er,
Still followed the full freighted wain.

"How much didst thou sow?" I said, "Friend,
"A handful of wheat less or more."
"And didst thou expect broad acres would bend
To thy sickle from such scanty store?"

Who sparingly soweth, must look
For little of fruit or of grain;
'Tis only the bountiful sower can reap
A bountiful harvest again.

A lesson, I said, to thee, soul,
For harvest time will soon be here;
Sow with bountiful hand lest thou weep at last,
When the Lord of the harvest draws near.
—*Watch Tower.*

The Louisiana Journal of Education

Devoted to the Interests of Education, Public and Private, At Home and Abroad,

ROBT. M. LUSHER, WM. O. ROGERS.

EDITORS AND PROPRIETORS, NEW ORLEANS, LA.

TERMS:

Annual Subscription, 10 numbers, $1 00 in Advance.

Single Copies, 15 cents.

ADVERTISING RATES:

SPACE.	1 Mo.	2 Mos	3 Mos	6 Mos 5 Nos	1 Year 10 Nos
One Page.....	$15 00	$25 00	$35 00	$50 00	$80 00
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Educational Intelligence.

A volume of the Proceedings of the National Education Association at its last annual meeting at Atlanta, Ga., will be sent postage prepaid to any one sending $2.00 to W. D. Henkle, Salem, Ohio. The names of all persons remitting $2 00 will be printed in the volume in the list of members for 1881, provided the remittance be received before the printing of the names. Life membership in the Association costs $20. The Secretary, W. D. Henkle, solicits correspondence in reference to the volumes of previous years, copies of those for 1865, 1866, 1873, 1874, 1776, 1877, 1879, and 1880, being still on sale.

The Southern-Educational Association has been discontinued. Now let our Southern brethren throw their whole energy to building up the National Educational Association. The South has many grand, noble, and able teachers. —*Ohio Educational Monthly.*

LOUISIANA.

The University of Louisiana, located in this city, has commenced its new session under most favorable auspices. We have been told that the number of matriculants exceeds that of any previous year. The dean, R. H. Jessee, and his talented assistants, are very zealous in promoting the interests of the institution under their instruction.

Judge Roman having resigned his positon on the Board of Administrators —the vacancy has been filled by the Governor, by the appointment of Mr. Albert Baldwin, one of our most prosperous, energetic, and public spirited citizens.

THE STATE UNIVERSITY.

From the "Capitolian."

Nearly one hundred cadets are already in attendance at the State University, and more are expected very shortly, who have been detained by low water and other difficulties of transportation. The University has a full corps of the ablest professors, directed by Col. Wm. Preston Johnston, and is as thoroughly organized in its every detail as any institution of the kind in the South. The people appreciating the efforts of the Board of Supervisors, and of the able and zealous President, to establish the University in a manner that will reflect credit upon Louisiana, are evidently coming to its support by enrolling their sons on the cadet corps. January 15th, we are confident, will show one hundred and fifty Louisianians at roll call.

NEW ORLEANS PUBLIC SCHOOLS.

CITY SCHOOL BOARD.

The regular monthly meeting was held on Wednesday evening, October 5th. Eighteen members were present, acting President Rev. J. K. Gutheim in the chair.

Treasurer B. T. Walshe presented his monthly report, showing the following cash balances: Funds on hand for

1875	$ 576 59
1876	643 45
1877	310 90
1878	597 72
1879	684 38
1880	1,347 97
1881	16,718 84

The Committee on Teachers reported results of competitive examination held on 19th, 20th, 21st, and 22nd of September. Of 94 candidates examined, 21 received grammar grade certificates, 45 primary certificates, and 28 failed.

Changes made in the location of the Fisk and Rampart No. 1 Schools rendered it necessary to reorganize the Bienville School. One of the buildings occupied by the Bienville were appropriated to the use of Rampart No. 1 School—to be known and designated hereafter as the Robertson School for Girls. By the arrangement five of the Bienville School Teachers were thrown out of position and had to be provided for. By recommendation of the Committee, Miss M. A. Finch, Miss A. Conwell, and Miss M. H. Hewitt, were transferred to the Common Street School, Miss O. K. Chellet was sent to Barracks School during absence of Miss Points, and Miss Annie C. Sinclair to the vacancy in McDonough No. 2.

The corps of Teachers for the Bienville School is as follows:

Miss M. R. Chevallie, Principal.
Mrs. M. E. Ricker, 1st Assistant.
Mrs. E. A. Jones, 2nd Assistant.
Miss Addie McCord, 2nd Assistant.
Mrs. O. M. Cassanova, 2nd Assistant.
Miss H. Brugniens, 3rd Assistant.
Miss Emma Torney, 3rd Assistant.
Miss Georgie Kearn, 3rd Assistant.

Leave of absence, for month of October, was granted to Mrs. O. Cucullu, 3rd Assistant Washington No. 1, on account of sickness in her family.

The following Supernumeraries were appointed:

Miss Mary A. Brady, to Franklin School.
Miss Henrietta Diamond, to Live Oak.
Miss O. W. Huling, to Magnolia.
Mrs. J. B. Houston, to McDonogh Nos. 4 and 5.
Mrs. M. E. Gerard, to Bienville.
Miss M. E. De Boer, to McDonogh No. 11.
Miss Edith Houston, to Magnolia.
Miss Kate Howley, to McDonogh No. 2.
Miss Bridget Mayer, to Fillmore.
Miss Mary Verlander, to Fisk.
Miss A. Michel, to Leontine.

The Committee reported two vacancies in the schools—a 3rd Assistant's position in the Marigny, and another place, of same grade, in the Dryades.

A communication was received from C. W. Carraway in regard to the establishment of a school for deaf mutes, stating that as the budget for the fiscal year is limited it will be impossible to establish a deaf mute department in connection with one of the public schools without going into debt; but rather than see this project delayed and to disappoint those parents who have kept their mute children in the city, he asks that the Board give them the use of a room in one of the public schools in a central part of the city, and they will open the deaf mute school and trust to private sources for means until it can be made part of one of the public schools. Referred to committee on special branches.

By vote of the Board the name of the Common Street School was changed to Garfield School. Mrs. Lucretia Saffold was appointed 3rd Assistant to Dryades School, and Mr. R. G. Ferguson Principal of Garfield. An election was then held by ballot for Principal of Robertson School, and Mrs. J. E. Stehle elected by 8 majority. All transfers were left to Committee on Teachers.

The following visiting committees were appointed:

First District, Messrs. Gutheim, Stringer and O'Neil.

Second District, Messrs. McNamara, Pettis and Lanaux.

Third District, Messrs. Castellanos, Bertoli and Maurer.

Fourth District, Messrs. McElroy, Bartley and Handy.

Fifth District, Messrs. Collins and Carlisle.

Sixth District, Messrs. Mellen and Brosnan.

Seventh District, Mr. L. B. Hollingsworth.

The resignation of Mrs. M. V. McCarthy, Principal of Rampart No. 1, was accepted.

The Committee on School Houses was, on motion, authorized to make the necessary alterations in the Fisk School to accommodate the former Edmonia and Sumner Schools, and also to make such alterations as may be necessary in the Jefferson and Washington Schools in Carrollton, as will accommodate the portresses on the premises. The use of a room in the Fisk School was given to the Colored Normal School.

A motion to transfer Miss Chevallie from Principal of Bienville School to Robertson was lost.

On motion the Board adjourned.

The City Public Schools were closed on Monday, 17th instant, on account of the funeral obsequies of deceased Governor, Louis A. Wiltz.

Judge Walter H. Rogers has resigned his position as a member of the City School Board—to the regret of his many friends connected with the schools. At the time of the reorganization of the Board, in May last, Judge Rogers was unanimously elected President. He gave much time and attention to the schools, visiting them, as far as his other duties would allow. His life-long acquaintance with the spirit and workings of our public school system rendered his counsel and his services valuable. Although deeming it his duty to sever his official connection with the schools, we feel assured that he will always retain a lively interest in their condition

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The "Circus fever" made its appearance in the Public Schools during the early part of September, and though it did not last long, was quite violent for the time, sparing neither age nor sex—rank nor degree. Fortunately it disappeared as rapidly as it came. It was preceded by a flood of circus literature—not of the highest type of literary excellence, but sufficiently sensational to command attention.

Many of the City Schools are filled to overflowing—particularly in the primary departments—while in other schools the attendance is not above the average. The population of the city gradually drifts away from the river bank, giving place to the demands of commerce. Schools formerly regarded in the rear of the city are now the most crowded.

The great body of our teachers have only the warmest sympathy for Mrs. Raillton, the accomplished principal of the Leontine School, in the great affliction which has overtaken her, in the loss, after a brief illness, of her eldest daughter. The mother struggling through the first stages of convalescence after a long and painful sickness—is again prostrated by this new bereavement. It is beautiful to see the affection entertained for her by her pupils, whose young hearts are with her during her absence, as in her presence. May her grief be assuaged, her health restored, and she be spared many years of future usefulness.

CENTRAL HIGH SCHOOL FOR BOYS.

ORGANIZATION OF A LITERARY SOCIETY.

The Central High School opened under favorable auspices with a larger attendance than last year. J. E. Seaman, Esq., is the principal and Professor of English Literature. He is assisted by Messrs. J. V. Calhoun, Professor of Natural Science, and D. M. Buckley, Professor of Commercial Science. The boys seem to be inspired with zeal and manifest a determination to do well. The discipline is excellent and application to study in general remarkable. Professor Seaman with commendable enterprise has organized a Literary Society among the boys of the Senior class. In his address on this subject he dwelt upon the importance of connecting the duties of literary associations with those of a regular course of academic instruction; he showed how both stimulated the student and aided him in scientific research; how the theoretical united with the practical feature of truth, and showed conclusively the necessity of having such an association connected with the high schools.

The boys at the conclusion of the speech proceeded at once to organize "The Central High School Literary Society," and chose for officers the following young gentlemen: W. A. Weber, President; W. R. Taylor, Vice-President; W. J. Vizard, Secretary; and J. J. Moylan, Treasurer. They agreed to meet on the 1st and 3d Monday of the month, at which times the usual literary exercises of the society will be held, and no little enjoyment is anticipated at these gatherings.—*N. O. Democrat*

RURAL PARISHES.

Morgan City Free Press, October 20.

Is it not a shame and disgrace to the citizens of Morgan City, that they cannot keep a good school running at least six months in the year? A large number of children are being sent to Berwick to attend Miss Grant's school. A gentleman with a family thinking of locating in Morgan City, would naturally ask: "What advantages have you to offer for my children? Have you good schools, and good walks to get to them?"

CALCASIEU PARISH.

The "Lake Charles Echo," of the 15th October, shows that the Parish Board of School Directors, on the 13th October, rejected the claim of Mr. J. H. Hawkins, for teaching the Lacasine School in the 2nd Ward, on the ground that this service had been rendered, *without either certificate of qualification or contract from the School Board.* In some portions of Louisiana this has been deemed a very rigorous enforcement of the school law. The Calcasieu Board is justly vigorous, however. The claim of some *demoiselle* (Mary Sam), for ten dollars, in compensation of services rendered in the Freedman's School at Lake Charles, for the month ending October 5th, was approved and paid.

The same journal of the 22nd October, says:

"We have several good schools in Lake Charles, both male and female, and each of them, we are pleased to state, is well attended."

LAFOURCHE PARISH.

Under the suggestive caption, "What a little energy can do," the "Thibodaux Sentinel," of October 15th, shows that the people of Lockport were about finishing a "substantial and useful structure" in their town, for the accommodation of the Public School, and suited, also, to "purposes of profit or amusement" for the citizens. Towards the erection of this building, the Parish School Board contributed $600, in honor of the 'will and determination of the people;' and fairs, a lottery, a dramatic entertainment, a donation, and some loans, made up the balance of $1451 75 provided in the town towards the same object. The lot cost $175, and the materials and work $1826.75. The whole building will have cost about $3000; and the "Sentinel" justly remarks: "The people of Lockport will hereafter have something to exhibit to the traveler, and to prove that there *are* places in Louisiana where the education of the children is an object, and where parents feel an interest in the welfare of their offspring."

The same paper shows, in clearer type, on its French side, than on its English, that the Parish School Board, on the 30th September, determined that the Public Schools of the rural district of the Parish (outside of Thibodaux), should be opened on the first Monday of January, 1882, and, for the Corporation School (c) to be opened in or near Thibodaux, on the first Monday of November, three teachers were elected, at salaries aggregating $110 per month. Numerous applications were received for employment in the other schools of the Parish.

TEXAS.

The Galveston News of October 19th, says that "every day shows a continued increase of attendance in the public schools of that city. "There are now in the east end about 200 children going to the First District Schools, and about 300 to the Second.'"

The Superintendent and Board of School Directors have been busy for

some time past examining teachers. On Monday, 24th instant, there was an examination of applicants for position in the Grammar Schools.

H. B. Gwyn, Esq., has been elected Superintendent of the Public Schools of Galveston. He was called to the office from Baltimore where he has been a teacher of experience and reputation.

THE NUMBER OF SCHOOL CHILDREN.

The latest statistics show 41,678,000 school children in the world, so far as the census-takers were enabled to ascertain. These have about 1,000,000 teachers. First in proportion to population comes the United States, with 9,373,195 pupils and 271,144 teachers. Both here and in France the school children form one-fifth of the population. Prussia, with 4,007,776 pupils and 57,936 teachers, takes the third place. Next come England and Wales, where, as in Prussia, school children are one-sixth of the population. Austria then files into line. In Japan there are 2,162,962 school children, but the total population is not known.

More than one-third of the public school children in New York City are near-sighted to a greater or less extent, owing to the bad lighting and defective ventilation of the school houses. The scholars are compelled to hold their books near their faces, in order to see clearly, and thus their eye-sight is impaired.

THE EDUCATION BOOM.

From North Carolina Educational Journal.

North Carolina's common-school system was first put in operation in 1840, and flourished but poorly until 1851, when the office of State Superintendent was created, and Rev. Calvin H. Wiley, D. D., was made the first incumbent. Although Dr. Wiley was a member of the old Whig party, which was then in the minority, he was regularly re-elected every two years for quite a number of terms, and invariably by a unanimous vote. These are truthful indications that he made an unusually faithful and efficient officer, and if we study the history of the times in which the most active days of his life were spent, we will see upon every hand the fruits of his scholarly management. Mr. Hart, the rhetorician, but faintly expresses it when he says of him in his "American Literature:" "In his position of State Superintendent Mr. Wiley achieved a great and noble work; and at the time when the war broke out North Carolina was probably further advanced in popular education, and mainly through his prudent and patriotic efforts, than any other Southern State." She was not only further advanced in common-school education, but the seats of higher learning were crowded with students, and every college and academy enjoyed a prosperity never experienced before nor since. The State University at the beginning of the war had nearly five hundred students gathered within its classic walls, representing all the States 'from the Potomac to the Rio Grande," and as President Battle has said, "Its sons had been prominent in all the walks of life, had filled all the posts of usefulness and honor, had scaled all the heights of American ambition, even up to that post greater than the throne of kings, the Presidency of this great republic."

Its light flickered on through the dark years of this bitter struggle, until Kilpatrick came at the close of the war with his clanking cavalry through the streets of the quiet little village, then the feeble light expired, and education was left in outer darkness.

For long years the classic 'Hill" slumbered on, with naught to disturb its unavoidable lethargy save the sepulchral tones of some acclimated owl, or the flapping wings of a bat, relieved now and then by the gleeful voices of happy children who sport upon the campus sward, which now re-echoes no sound of joyous shouts from student mouths, in token of some triumph at bat and ball. The old mother sleeps on in her wealth of classic dust, and along with her many others succumb to the inevitable, and, closing their doors, send their eager throng off to the wars, even though the conflict is nearing its end.

With the close of the University the cause of education in the State received a shock from which it never has recovered. It is now, however, for the first time since its prostration, showing signs of an early and perfect recuperation. All over the entire State, the people seem to have awakened to the great importance of increased educational facilities. The University, with new blood coursing through its veins; as also the colleges, academies and high schools, swell their number of pupils each session. North Carolina is to be proud of her educational institutions.

There is "Bingham's." established over a century ago, still in excellent condition, and ranking as the first preparatory school in the South, and among the foremost in the country. Its catalogue shows a radius of patronage from Wisconsin to Texas, from the Carolinas to the States of the far West; and even the continents of Europe and Asia having representatives in her classic halls.

"The Horners" at Oxford, established in the days of our forefathers, still occupies an enviable position among institutions of its kind. The colleges of Wake Forest, Davidson and Trinity are enjoying a prosperity akin to that of old, and are pushing the University pretty close in the contest for leadership. Our female colleges are especially praiseworthy, and they are scattered so profusely over the entire State that it almost appears to a looker-on that we take more pains with female education than we do with that of the males. St. Mary's, at Raleigh, stands pre-eminent; while the Moravian Female College at Salem, the institutions at Greensboro, Charlotte, Murfreesboro, Thomasville, Wilson, Oxford and Hillsboro, are all well patronized, and are doing an amount of good which will assert itself with decided emphasis when the census of 1890 comes to be taken.

The normal schools at Chapel Hill, and in various places throughout the State, are thronged with eager pilgrims who have hied to their Mecca to better qualify themselves in teaching the young idea how to shoot. The columns of the State press teem with enthusiastic and valuable suggestions relative to the more thorough dissemination of knowledge, and our public men are beginning to come to the front with encouraging donations of premiums and medals; which likewise has set in motion a wave of honest exertion on the part of our students, among whom exists a feeling of innocent competition, which will yield harvests of beneficial results. I feel that we are to accomplish grand things in the way of education before many years have gone, and it is the sincerest hope of every true-hearted Carolinian that the day is not far distant when we will see our school system working as successfully as when the plastic fingers of Dr. Wiley shaped its destinies and made it a glorious reality and an uncontrovertible power.—*Edward A. Oldham, in Washington Capital.*

GREAT BRITAIN AND IRELAND.

The reports from England, Scotland, and Wales show a steady increase in all the conditions of public elementary education.

School Boards. In the year ending 31st of August, 1878, the number of board schools increased from 2 082 to 2 682, while the accommodation in these schools rose from 705,122 to 890,164, and the average attendance from 427,513 to 559,078.

Training Colleges.—The accommodation provided in 1879 by the training colleges is sufficient for 3,194 students, and 3,108 are in residence. These colleges can, therefore, at present furnish a yearly supply of some 1,500 teachers, who have been trained for two years. The average salary of a certified master, which in 1870 was $478, is now $594; that of a schoolmistress was $289 in 1870, and is now $356. In addition to their other emoluments 5,369 out of 11,,595 masters and 5,018 out of 14,651 mistresses are provided with residences free of rent.

Schools in London.—For the half year ending Christmas, 1878, the average number on the roll was 444,332 and the average attendance 350,507. In 1871

the number of pupils on the roll was 222,518 and the attendance 174,301. It appears, therefore, that in something less than eight years the roll has, as nearly as possible, doubled, and the average attendance more than doubled. That such improvement is general is indicated by a comparative table for 27 cities, which shows percentages of increase in average attendance between date of first election and latest returns ranging from 26.8 per cent. to 197.1 per cent. The increase is above 100 per cent in 11 cities.

Juvenile Offenders in 1879.—In the twenty-third report of the inspector appointed to visit the certificated reformatory and industrial schools of Great Britain, Major Inglis calls attention to the fact that, while the population of the country has largely increased in the last 20 years and adult crime has kept pace with the increase of population, juvenile crime has decreased to a very great degree. The comparative tables which appear in the report of adult and juvenile commitments in England and Wales since 1861 give the following result: In 1861 there were 103,343 adult offenders, 72,947 male and 30 396 female. The total has never been smaller in the succeeding 19 years, the largest total having been made in 1877, when there were 168,074 in all 117,899 male, and 50,175 female. In 1879 the total was 165,843—118,363 male and 47,480 female. The number of juvenile offenders, *i. e.*, those under 16, in 1861 amounted to 8,801—7,373 male and 1,428 female The largest total was in 1869, viz, 10,314—8,956 male and 873 female. For Scotland the results are somewhat different. In 1860 there were 18,218 commitments of adults and 1,062 of juveniles. In 1879, 43,878 of adults and 1,097 of juveniles. During the year there have been no serious outbreaks of misconduct, and very little occasion for special interference.

Some days must needs be full of gloom,
Yet must we use them as we may,
Talk less about the years to come—
Live, love, and labor more to-day.

—*Alice Carey.*

ACKNOWLEDGMENTS.

We are indebted to our friend, James H. Houston, Esq., of Opelousas, for his "Real Estate Journal" of October, 1881. It gives valuable data as to the area and physical character of St. Landry parish, which must aid greatly in securing a steady flow of industrious immigrants to this wide-spreading parish, so well peopled already with liberal-hearted and patriotic citizens.

We have been placed under obligations to Mr. F. Stringer, of this city, for a copy of the proceedings of the SOUTH AFRICAN PHILOSOPHICAL SOCIETY, containing the address of David Gill, L.L.D., Astronomer Royal, delivered on Friday, July 29th, 1881, before the Society at Cape Town. The address reviews the operations of the Society during the year, showing the advances made in the various departments of science. Dr. Gill has been engaged for some time upon the problem of determining the earth's mean distance from the sun and thought that about 93,000,000 miles was the correct result.

The report makes complimentary allusion to the valuable labors of Dr. Elkin, a native of New Orleans, son of our former respected citizen, Mr. Louis Elkin, whose widow still retains her interest in this city. Dr. Elkin is now an assistant of Dr. Gill, and has shown great talent for astronomical research. He has been making some important observations upon a bright comet which made its appearance in the Southern hemisphere in May last.

* * "I read your valuable journal with great interest and regard it as an important factor in the educational system of our State. I wish it every success and a wide-spread influence and circulation."

From Col. Wm. Preston Johnson, President La. State University and A. & M. College, Baton Rouge, La., October 18, 1881.

"The Louisiana Journal of Education" for October, 1881, is on our table. Now that public schools are about to open, every teacher should subscribe to this journal. The annual subscription is one dollar. * * * * The present number contains much valuable information not only to teachers, but to all persons."—Thibodaux Sentinel, Oct. 22, 1881.

Among our recent exchanges is the Educational Review, published at Pittsburg, Penn. It makes a good start, both in the matter of editorials and selections. A very handsome tribute is paid to the long services of Professor Andrew Burtt, a distinguished teacher of Pittsburg and recently deceased. We tender cordial wishes for the long life and prosperity of the Pittsburg Review.

BOOK NOTICES.

The Popular Science Monthly, for November, 1881, D. Appleton & Co., New York. Contents: "The Industrial Type of Society," by Herbert Spencer; Part XI, of the series on "The Development of Political Institutions;" "Deterioration of American Oyster-Beds." by Lieut. Francis Winslow; "Volcanoes, their Action and Distribution;" "Physical Education," by Felix Oswald, M. D.; "Hygienic Precautions;" "A Half-Century of Science," by Sir John Lubbock; "Organic Remains in Meteoric Stones," by Francis Birgham; "The Available Energy of Nature," by Sir Wm. Thompson; "The Duration of Human Life," by M. DeSolarville; "Worry," by Dr. J. Mortimer Granville; "American Climate and Character," by Edward C. Towne; "Sketch of George Jarvis Brush," by Professor T. R. Lounsberry, with Portrait; Correspondence; Editor's Table and Literary Notices.

The Atlantic Monthly, for November. The many readers of this admirable magazine need not be told that this number is more than usually interesting. Mr. James' story "The Portrait of a Lady" is continued through three additional chapters with great effect. The interest of this remarkable story increasss with each number. It is written with great power. There are also two additional chapters in Mr. Howell's new and charming story "Dr. Breen's Practice."

W. O. Stoddard contributes a tale of prairie life under the title "So as by Fire." A pleasant bit of reminiscence is given by Lucy Larcom "Among Lowell Mill Girls." S. H. Gay discusses the question "When did the Pilgrim Fathers land at Plymouth?" and John Fiske reviews "The Theory of a Common Origin for all Languages." An historical study of domestic life in Italy, is found in the article "A Florentine Family in the 15th Century," by E. D. R. Biauciardi. There are other interesting papers, such as "The Forestry Work of the Tenth Census," by Sylvester Baxter, and literary reviews, The Contributor's Club, Books of the Month, etc.

The Atlantic is a monthly feast of good things. The publishers are Houghton, Mifflin & Company, Boston, Mass.

The International Review, for November, 1881,. A. S. Barnes & Co., New York, Publishers.

This number contains article number II, on Victor Hugo, by August Laugel; Part II of the brilliant review of "Mr. Atkinson on the Solid South," by Rev. Dr. William E. Boggs, of Atlanta, Ga.; "The Plays of M. Octave Feuillet; The Punishment of the Insane, by Wm. A. Hammond; "Our Exports of Breadstuffs," by Richard H. Edwards, and a somewhat extended biographical sketch of Samuel Veitch, "An Acadian Governor," by James Grant Wilson. The articles in this monthly are few in number but valuable.

The Art Amateur for October contains a great variety of designs for china painting, art needlework and general decoration, including some clever silhouette menu cards, and some clever serio-comic figures of Oscar Wilde and his fellow "æsthetes" for outline embroidery or "etching" on linen. The frontispiece is a Deck plaque with a charming border of doves, drawn by Camille Piton. Sketches of paintings by G. H. Boughton and J. J. Cusachs, and two pages of portrait sketches by Emile Bayard full of *chic* and spirit, form specially attractive features. The principal articles are on "The Cluny Museum," "Deck Faience," "The China of our Grandmothers," and "New Ceiling Paper Designs." There are also entertaining articles on "Bogus Pictures," "The Gray Collection of Engravings," and "Recent Art Importations." The practical instructions in this number relate especially to harmony in colors, monograms, needlework, china painting, and painting in water colors. Price $4 per annum; 35 cents a number. Montague Marks, Publisher, 23 Union Square, New York.

"Elements of Chemistry" a Text-Book for Schools, by Elroy M. Avery, Author of Elements of Natural Philosophy, etc. New York, Sheldon & Co., 1881. This is an admirable Text-Book for schools in which Chemistry is taught It deals with the subject practically as well as theoretically, describing the needed apparatus for experiments, and explaining fully the mode of applying experimental tests at every step in the study of the science. It is a worthy companion of the author's eminently practical and lucid Elements of Natural Philosophy.

"Butler's Literary Selections, for the School Room and Family Circle." T. H. Butler & Co., Philadelphia. This volume, edited by J. P. McCuskey, contains a very fine collection of choice prose and poetry, historical, oratorical and sentimental. It is just the book to afford pleasant readings and recitations in our schools, or in our social circles of the *amateurs* of Literature.

"Influence of the Mechanic Arts on the Human Race," with an "Address to the Graduates of Centenary College," by the Hon. Charles Gayarré.

We have deemed it a pecaliar privilege to peruse in a small volume (the last extant in print) two Lectures on the Mechanic Arts delivered, about the year 1852, before the "Mechanics' Institute of New Orleans," and also before the "Franklin Institute of Mobile. They are written in a style of charming eloquence, and present an irrefragable vindication of the elevating mission of the Mechanic Arts, illustrated by felicitous allusions to their progress in the Past and the achievements awaiting them in the Future. These noble productions, with the accompanying address, in illustration of the same theme, are eminently worthy of the distinguished Historian of Louisiana, and we trust that a cheap edition of the Lectures

may, at some early day, be published for the benefit of the public and private schools of the State. The perusal and study of the views and classical allusions in such a volume would elevate the minds and arouse the energies of our youth.

The "School Herald," published by W. L. Chase, Box 269, Chicago, Ills., contains in its October number, the History of the World, from September 15th to 30th, with much other valuable matter, and "Questions for the Use of Teachers," etc. It is a monthly, and published at 75 cents *per annum*.

"*Le Francais*, No. 1 of second year, Oct. 5, 1881, a monthly review of Grammar and of Literature, conducted by Jules Levy, Esq., Cambridge, Mass.

This valuable magazine, in clear and beautiful type, contains a great deal of interesting matter, including a quaint story of a "*Mariage d'Amour;*" instructive extracts from the French literature of the 18th century; historical data as to the family of Lafayette; a review, in admirable French, of the contemporaneous French painters; an amusing discussion of the pronunciation of *Mai* by Miss Sarah Bernhardt and Mr. F. Sarcey, and other matters of interest to students of the French language. We are pleased to discover, from the same magazine, that Dr. Alfred Mercier, of our city, is about to publish a romance entitled "*Les Saints Ybars, ou Maitres et Esclaves en Louisiane.*" The appearance of this romance will be hailed, with great satisfaction, by the Doctor's numerous friends and admirers.

"*Universal Co-operation of Capital and Labor.*"

We are indebted to a lady friend for a copy of the journal, under this title, published in furtherance of the objects of Louisiana's "Co-operative Central Factories and Internal Improvement Association." It predicts that "New Orleans is destined, if its citizens desire it, to become, at no distant day, one of the largest, wealthiest, and most busy cities in the world;" and its columns explain, with clearness and ability, the co-operative measures which are essential to the realization of this prediction. The Association is composed of many of the best citizens of Louisiana—men of energy and enterprise; and the "working of the plan" proposed by them, as illustrated in the journal, makes a strong appeal to every class of our people who may desire to improve their fortunes and to increase the elements of wealth in our city and State. Theo. Harang, Esq., is the managing editor of the journal, and Mrs. E. B. Johnson, the editress of the Woman's Department. We warmly favor co-operation in all humanitarian enterprises, and bespeak the favorable consideration, by our readers, of the comprehensive plans explained in the "Universal Co-operation of Capital and Labor."

Messrs. Ginn, Heath & Co., of Boston, Mass., have rendered an important service to schools and families by publishing an expurgated edition of Shakespeare's works. We have before us two neat volumes, the Tragedy of Coriolanus and the Tragedy of Cymbeline. The works have been prepared by that distinguished Shakspearean scholar, Rev. Henry N. Hudson, and the fact is a sufficient guarantee that the work has been carefully done. The necessary changes have been made with a skillful hand, the pruning knife used with the delicate touch of a scholar who has sought to preserve the life and spirit of the original text while constrained to remove every thing which could give offence to the purest thoughts and sensibilities of youth. The changes made in the reading have not detracted from the interest of the narrative or from the eloquence of the great master of the English Drama.

Practical Logic, or the Art of Thinking. A text book for Schools and Colleges, by D. S. Gregory, D.D., President of Lake Forest University. Eldridge & Brother, Philadelphia. Price $1 15. 218 pages.

This is a valuable addition to school books. The principles are stated with great clearness and the praxis is admirably adapted to guide the student in the right use and application of those principles. A careful study of this work would add greatly to the ability of the student both to think rightly and express clearly. The author says that "next to right and noble living which is the highest thing to which man may aspire, may be placed the right thinking which is essential to such living."

Common Sense, the latest contribution to Educational Journalism. Published at Monroe, Clarion Co., Pa., and edited by W. A. Beer and I. E. Reichard. It is unpretentious in appearance but has the modesty of true merit. Its articles are fresh and well written.

A brief but complete History of England, France and Germany, by Mary E. Kelly. Published by E. Claxton & Co., Philadelphia. This book has been prepared by a practical teacher for the purpose of facilitating instruction, and is very convenient for reference in the limited range of the subject. A brief history cannot be a very interesting one, but may be made useful in presenting an outline to be filled up by further reading.

A Geography of Louisiana, designed to accompany Mitchell's New Intermediate Geography, with a copper-plate Map of the State, prepared by Edwin H. Fay, A.M. President of Silliman Female Collegiate Institute, Clinton, La., and State Superintendent Public Education for Louisiana. This is an admirable addition to the work of our school rooms. Children who can tell the capes of Africa, the rivers of Asia, and the capitals of Europe, and yet are utterly ignorant of the geography of their own State, have not been properly taught, or, at least, have not begun at the right starting point of knowledge.

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LOUISIANA JOURNAL OF EDUCATION.

Entered at the Post Office at New Orleans, La., as Second Class Matter.

Vol. III. NEW ORLEANS, DECEMBER, 1881. No. VIII.

Legislative Education in Louisiana.

No. VII.

Under this heading, we find that the year 1840 was signalized by the passage and approval of Acts No. 24, 25, 26, 27, 28, 29, and 30, in succession—all in furtherance of the holy cause of education. No. 24, (Feb. 28th,) appropriated $1,500 for the "Pine Grove Academy," in Caldwell Parish, which was required to educate *ten indigent children* gratis; No. 25 gave $2,500 for building a schoolhouse for the "Vermillionville Academy," in the Parish of Lafayette; No. 26 allowed $1,500 to the "Milliken's Bend Public School," to aid in erecting a building therefor; No. 27 incorporated the "West Baton Rouge Academy," under a Board of Trustees, of whom *five* should be a quorum, and also provided that, when the title should have been passed, to the Trustees of "Avoyelles Academy," of the house and lot in the vicinity of Marksville — formerly the Court House, but recently fitted up and occupied as a public school house—then, the appropriation of $5,000, made 13th March, 1837, should be paid to the "W. B. Rouge Academy," in annual instalments of $1,000 for five years; this Academy, also, being required to instruct *ten poor children* gratuitously, if such a number should present themselves.—Act No. 27, in its second section, also required the appropriation of $5,000 already made to the "Catahoula Academy," to be paid in instalments, first of $3,000 *instanter*, and the balance on March 13, 1841, and March 13, 1842, respectively. Acts Nos. 28, 29, and 30, displayed the generosity of the Legislature in appropriations "for the relief" of existing Institutions, viz.: $2,000 for the "Greensburg Female Academy," $5,000 for the "College of Baton Rouge," and $4,000 for the "Springfield Institute."

On the 18th March, 1840, the "Commercial Library" was encouraged by the appropriation of $1,000 for repairing its building; and on the 27th, the "La. Society of Natural History and Sciences" was incorporated—to be accommodated in the State building—with the proviso that, if the Society should be dissolved, its effects should go to the State, to adorn a "State Museum." On the same day Act No. 107 incorporated the "Native American Mechanical Society;" and Acts 114 and 115 afforded substantial relief to the Charity Hospital and the Orphan Asylums in New Orleans—pleasing episodes in the history of our subject.

Meanwhile, Act 72 of March 24th, 1840, had created Calcasieu Parish out of the expanding domain of St. Landry, and had declared the new parish entitled to the benefits conferred by the Public School Act of March 15th, 1827. Ere the month had elapsed, Act No. 124, of March 28th, appropriated $1,500 for building the "Franklinton Academy," in Washington Parish, and $2,900 for the relief of "Minden Academy," in the

Parish of Claiborne. The year 1840 was thus closed with acts of beneficent legislation, indicative of the prosperity of the people, no less than of the wisdom of their chosen representatives in the Legislature.

In the year 1841, Act No. 15, of February 9th, provided for a public school on the Right Bank of Orleans Parish, by the appointment of four "Trustees of Public Education," and the appropriation of $800 for the school, as per Act of 16th February, 1821. No. 19 instructed the State Treasurer to pay over, on the warrant of the President of the Board, all moneys due to, and withheld from, the "Montpelier Academy," during the pendency of suits between the trustees for the control of said Academy.

PUBLIC SCHOOLS IN NEW ORLEANS.

Act No. 20, of February 16th, 1841, acquaints us with the legislative action toward establishing an improved system of schools in our metropolis. This Act authorized and required the Councils of the respective Municipalities in New Orleans to enact ordinances for the organization, government, and discipline of one or more public schools in each municipality, for the gratuitous education of the children therein, and to levy such taxes for their support as might seem just and proper; and it also provided that *all* resident white children should be admitted to said schools for educational training. The Act, moreover, required the State Treasurer to pay, on the Mayor's warrant, to each Municipality, $2\frac{5}{8}$ for each taxable inhabitant therein, as provided for other parishes by law—(this payment in lieu of any other appropriation now made by law for the support of schools in the Parish of Orleans;) *provided*, the aggregate amount paid yearly to the three municipalities should not exceed $10,000. Each Council was required to report, annually, the condition of these schools to the Secretary ol State, *ex officio* Superintendent of Public Education.

Thus was laid, by legislative Acts, in 1841, the foundation of the excellent and constantly expanding system of free public schools that has, for forty years past, been in successful operation, in this city, amid many vicissitudes and obstacles, which need not now be recounted here, but which will more appropriately enter into a special history of the rise and progress of the city public schools.

RURAL LOUISIANA.

Legislation on education was resumed in March, 1841, when, in Act 59 of March 6th, it was declared impracticable for the "Spring Creek Academy" to use the appropriation of $1,000 *per annum*, for five years, exclusively for the education and maintenance of indigent children from the neighborhood of the Calcasieu river; and, *wherefore*, it was enacted that the balance of the appropriation should be paid, not to the Academy, but to five citizens, residents of said neighborhood, to be by them used for said *exclusive purpose*, etc. This vindication of the integrity of our legislators was followed up by Act No. 81, of March 8th, incorporating the "Union Male and Female Academy" of Union Parish, for which $1,500 was appropriated; and, by Act No. 93, of same date, which, referring to the public schools of Assumption and Claiborne parishes, authorized the administrators therein to "require other testimony than the certificate of the ward trustees in support of any claim presented by any teacher to them for approval; *provided* that the *affidavit* of the teacher supported by *that of one of his employers*, should in every case be sufficient." Act No. 111 of the same date, declared the right of Madison Parish to a portion of the benefit for

schools, provided by Act of March 14th, 1827, and direated the State Treasurer to pay the amounts due teachers, in that parish, of indigent children, on the warrant of the Administrators of Public Schools, certified by the Parish Judge—to an aggregate not exceeding $1,500.

The legislation of the year (1841) was closed with an important resolution (of March 8th,) appointing Dr. Riddell, of the Mint, Prof. Ingalls, of Jefferson College, Prof. W. M. Carpenter, of the La. College, C. J. Forshey, Esq., of Vidalia, Josiah Hale, Esq., of Alexandria, and Trastour, Esq., of New Orleans, as a Special Committee, "*for the purpose of making researches respecting the mineral wealth which the State promises to yield,*" and the probable expense and proper mode of conducting a complete geological, topographical, and scientific survey of the State;"—said committee to report, should they deem such a survey *advantageous.* This resolution evinced a warm interest in the development of the State's natural resources, and doubtless aided in educating the public mind up to active measures, in future years, in the same direction.

SCHOOL LANDS.

On the 17th March, 1840, the Legislature adopted a resolution, requesting our Senators and Representatives in Congress to obtain the passage of a law giving the Legislature of La. power and authority to provide by law, for leasing out the sixteenth sections for a period not exceeding twenty years, or to sell the same for purposes of public education, etc.,—a renewal of the application made in the Resolution of March 16th, 1839. This was all that was done in 1840 or '41; and it does not appear that Congress had yet passed the necessary law, in conformity to the wishes of our Legislature.

APPROPRIATIONS.

The appropriations for education, paid out of the State Treasury, for the years 1840 and 1841, were classified as follows:

FOR SUPPORT, OR IN AID, OF	1840.	1841.
Public Schools.....	47,421,81	44,487.64
College of Louisiana..	20,000,00	16,250.00
College of Jefferson...	18,333,33	15,000.00
College of Baton Rouge	8,000.00	3,000.00
College of Franklin...	9,333.33	4,250.00
College of Alexandria.	1,500.00	1,000.00
Montpellier Academy.	3,750.00	8,125.00
Johnson Female Academy.....	1,000.00	1,000.00
Spring Creek Academy	3,750.00	3,825.55
Claiborne Academy...	1,250.00	1,500.00
Poydras Academy.....	1,500,00	1,500.00
Providence Academy..	1,000.00	1,000.00
Minden Seminary.....	3,900.00	1,000.00
Springfield Institute..	7,000.00	3,000.00
Plaquemine Academy.	2,400.00	2,000.00
Franklin Academy....	1,500.00	700.00
Catahoula Academy..	3,000.00	1,000.00
Pine Grove Academy..	1,500.00	.....
Greensb'g Female Academy.....	2,625.00	2,500.00
Vermillionville Academy.....	2,500.00	.....
Clinton Female Academy.....	500.00	750.00
Milliken's Bend Public Schools.....	.....	1,500.00
Teaching Indig't Children near Calcasieu.		500.00
TOTAL.....	$143,763.47	$113,388.19

To this degree was legislation and were appropriations extended for the promotion of education, during the years 1840 and 1841. The relative decrease of funds, from year to year, does not seem to have been indicative of a lack of interest in the success of the Collegiate, Academic, and Elementary Public Schools; but it is sufficiently manifest, that our statesmen were becoming rather more careful in their appropriations for private institutions, and somewhat more appreciative of the elementary public schools—the indispensable basis of all other halls of learning—and advancing, gradually, towards the realization of a general system of Common or Public Schools, in which, no less in rural Louisiana than in New Orleans,

all the children of the State could be educated and trained for a proper discharge of the duties of life, and for the promotion of civilization in the Commonwealth.

Morality in the School Room.

Under the above caption, the *Houston News*, of October 23rd, has a carefully written editorial, in which grave charges are made against public school education. The lack of any stated provision for the teaching of morality is urged as the vital defect in the American public school system. "It cannot be denied," we quote from the article, "that the established institutes of public education recognize only the intellectual part of the pupil. All the written, scholastic law is founded on this fact and is pointed with this intention. Were it not for the common or unwritten law which pervades the community, and which invisibly penetrates and affects the schools, the training of the pupils would be a blank as to all matters which hinge upon the eternal difference between right and wrong."

The argument though well put is not new, nor is it solid. We apprehend that the whole drift of the objection lies in the distinction between what the article calls the 'written' and the 'unwritten' law. The shadow is separated from its substance, the effect from its cause. The critic objects that the development of the conscience does not form a part of the curriculum of public instruction, and claims that the moral faculty is only considered because it is too universal in its influence and operations to be ignored.

It looks very much as if the very thing asked for is already granted. The written law, it is said, excludes morality from the schools, while the unwritten law secures the contrary result. So that, after all, morality *does* get into the public schools of the country.

Moreover, whatever is habitually taught in the schools, whether embraced in the written code, or in ths practice of the teacher, is a factor in the work of instruction, and, if an essential qualification, becomes to all intents and purposes a part of the prescribed curriculum.

The fact that moral training commences with the home influence, and that the child is then sent to school in order that the teacher may continue where the mother has left off, is presumptive evidence that the intelligence which is exercised in forming the character of the child, is uniform and progressive so far as the main object is concerned. The work of the teacher is mainly intellectual—the pupil is sent to school for that purpose—but the moral principle is not neglected. It may with equal propriety be urged that morality is banished from the work shop or the counting room, because during that period of education the occupation of the artizan or the merchant is chiefly confined to the consideration of mechanical powers and the laws of trade. In an enlightened and a law-abiding community—morality is an ever-present schoolmaster. Its power is felt in every department of industry, and from its subtle yet all-pervading influence, neither youth nor age, poverty nor wealth, may escape. Morality polices the streets, guards our sanctuaries, vitalizes the press, sustains our schools. To divorce intelligence from morality, to train the intellectual faculties to abstract speculations in which the ends of study shall have no reference to the eternal truths of right and wrong upon which depend human happiness and the security of society, would require an entire reorganiza-

tion of our system of public education. There is not a respectable school in the country in which morality is not enforced both by precept and example. No teacher, worthy of the name, knowingly contemns, or ignorantly disregards its laws—written or unwritten, if indeed it is possible to make any such distinction in names. The whole working apparatus of the school-room, directly or indirectly, looks to the improvement of the knowing power, exercised on questions of right and wrong. Schools may differ as to the extent of religious instruction. The conditions of the individual, of the family, and of society, may require that such distinctions should exist. It may be desirable in the estimation of some that religious instruction should be left to the family and the church. We have no quarrel with those who prefer this course—but it is not customary in the intellectual training of the young—no matter what their antecedents, social life, or home influences may be, to exercise and cultivate the understanding without any reference to the improvement of conscience—and we think that in this assertion we are sustained by general experience, and by the statistics of social life in their relation to the morality of the educated as distinguished from the uneducated classes.

We cannot see how morality can be taught by any other method better calculated to make a lasting impression upon the thought and character of youth. The introduction of a text book upon the subject would fail to accomplish the desired result. The mere memorizing of rules and laws would become a purely intellectual operation without any practical bearing upon the conduct. The teacher would hear the lesson and dismiss the subject. The pupil would see only the mental side of the question without being sufficiently advanced in understanding to penetrate beyond the dry shell of the language in which the great truths of morality are expressed. Familiarity with precept, as found in text books, falls short of the requirements of a sound moral education—there must also be example to enforce and practice to confirm and establish. To commit to memory the Ten Commandments is not more moral than the recitation of the binomial theorem.

McDonogh School Fund.

A few weeks since, the Commissioners of the McDonogh School Fund, Mayor Shakspeare and Administrators Huger and Delamore, the latter acting for Administrator Walshe, forwarded to the General Land Office, at Washington, D. C., a claim for undisputed possession of 120,000 acres of land in the State of Louisiana, as being a part of the bequest of John McDonogh, and in danger of of being diverted to the benefit of other parties than the public schools of New Orleans. The land is situated west of Lake Maurepas and Amite river, in the parishes of St. John and St. James, and is mostly ot cypress swamp.

This action of the Commissioners brings up the questions frequently asked, what is the extent of the McDonogh School Fund, and how far is it available for the object for which it was given?

At the time of his death John McDonogh was the greatest land-owner in the world. He had, for many years, a mania for buying up all the unimproved lands to be found in Louisiana and adjoining States—designing to leave them for the education of the children of New Orleans and of Baltimore, his native city. It was a favorite belief of his, that a magnificent future was in store for New Orleans and the Southwest, and he anticipated the day when these lands would

become valuable and yield a large revenue. Among his papers, he left an inventory of all this property, described with that methodical prolixity which distinguished all his records and personal transactions.

A history of this McDonogh Fund is yet to be written—and, from the extent and importance of the bequest, it would be an interesting record for the public schools. We are not aware that any such detailed report has ever been made—notwithstanding the fact that large sums of money have been paid to attorneys for the purpose of managing the legal questions involved in the title and disposition of the real estate named in the inventory of property. The labors of the Commissioners, for five years past, seem to have been chiefly confined to the care of that portion of the fund which has been invested in premium bonds, and to the erection of such schoolhouses as can be given from the proceeds of that investment. The want of permanency in the tenure of office by the Commissioners is not, upon general principles, favorable to the management of the Fund. The Mayor and City Admicistrators hold office for two years. They are burdened with the heavy work of their own departments, and cannot be expected to give attention to an investigation which requires laborious research, which is beset with entanglements of many suits and judicial decisions, and the whole matter of which is foreign to the workings of their respective departments. Many records have doubtless been lost or scattered, and it is not surprising, therefore, that the various reports of the Commissioners are brief, relating only to the fund as received from their predecessors, and to the movements made with it, under their administration.

It is a matter of history that in the Spring of 1855—the testamentary executors handed over to a joint administration—constituted by City Ordinances of New Orleans and Baltimore—property to the amount of $2,229,700 94. This valuation was made according to the original inventory of the estate at the time of McDonogh's death. Subsequent re-appraisement reduced the value of the property to $1,408,880 00.

On the 1st of January, 1861, the New Orleans Commissioners reported, officially, that the fund was in a satisfactory condition—amounting to $764,419 37,—"exclusive of property unsold, and a considerable amount of property held for account of purchasers at the several sales who failed to comply with the terms and conditions of the adjudications." The form of the investment at that date was as follows:

To City bonds issued to railroads, each for $1,000, with 6 per cent. interest, payable semi-annually, bought at 83.50	$59,185	00
55 other City Bonds issued railroads, and bought at 82.50	44,797	00
	$103,982	50
Invested in bills receivable.	96,637	00
Bills receivable from real estate	560,633	44
Cash on hand	3,165	90
Total	$764,419	37

The report for January 1, 1874, places the fund as $637,567 46, upon paper, with a comparatively small sum, as available.

The report of the present Commissioners, January 1, 1881, gives the following recapitulation of assets:

Bills receivable from sale of real estate	$ 24,049	00
Bills receivable, purchased.	4,760	00
Premium Bonds	569,360	00
Cash on hand in La. National Bank	1,595	84
Cash on hand in N. O. National Bank	81	96
Total Assets	$599,847	20

Twelve McDonogh schoolhouses have been erected from the proceeds of the fund—the cost of constructing the same being about $240,000. To this must be added $25,670.00 paid to the 1st, 2nd and 3rd Municipal Districts—and about $10,000.00 expended in furniture, repairs, and incidentals, upon these buildings, and we have a total of about $275,670.00 received by the city schools from this fund. The value of the fund being estimated at $600,000.00, and considering the time during which it has been available as a period of twelve years, the revenue has averaged 3½ or 4 per cent. per annum, which speaks well for the management of so much of the bequest, as is represented in the report of the Commissioners. The disbursements for the city schools have been of incalculable benefit, and have virtually preserved the system from destruction during the years of financial depression which followed the war. The report of the Commissioners does not embrace all the known assets of the bequest, at least such would appear to be the case, from their recent action in claiming the large and valuable tract of land mentioned at the beginning of this article. Every dollar added to ths value of the estate, if applied to the actual necessities of the schools would be a corresponding relief to the City Treasury. It has been informally stated by the present Commissioners, that the "condition of the fund will not, at present, allow of further disbursements, and that several years must elapse before any new McDonogh schoolhouses can be erected." This statement, in view of the present condition of our city schoolhouses is one of grave importance. With a large number of rented buildings, poorly adapted to educational purposes, and swelling the monthly rolls of the Board with a rent account—with nearly all of the schoolhouses, furnished by the City proper, old, dilapidated, and insufficient for the wants of the children; with no prospect of increased appropriations from either City or State, it is easy to understand how important the McDonogh school bequest has become for the preservation and efficiency of our city public schools.

The Peabody Education Fund.

From a letter of the Hon. J. L. M. Curry, the efficient and eloquent General Agent of this fund, published in the New Orleans *Democrat* of 13th instant, we are gratified to perceive, that there is a prospect of the restoration of this fund to well-graded free public schools of one hundred pupils, or more, in the several towns of Louisiana, such as there were, for several years, in Alexandria, Amite, Baton Rouge, Monroe, Opelousas, and Thibodaux, and as might have been, in 1880, in Minden, Shreveport, Vidalia and other localities. We trust that the Directors of the schools in these towns, which, with aid from such a source, can be maintained for nine or ten continuous months in each year, will prepare their applications, in proper form, and thus secure to the children the boon of thorough instruction in all the branches prescribed by the State Board of Education.

Teachers' Institutes will also be aided, with about $1,000, if they can be kept open for four or five weeks, under the direction of "trained experts." There are many thoroughly competent professors in the State University, the Centenary College, and other Institutions in rural Louisiana, who could soon fit themselves for conducting such Institutes in an efficient manner, to the permanent advantage of the teachers who would attend them.

School Expenditures.

As the time approaches when the City Administrators are required to make up their annual budget, we trust that the condition of the city public schools will receive earnest consideration. For several years past the amount allowed to the schools has been insufficient for their support.

In 1880 and 1881, each, the City appropriated $200,000. The one mill tax has cut down one-half the aid received from the State fund. The amount received from the latter source will probably be about $25,000, or $30,000. The poll tax may yield $12,000. The receipts for 1881 may, therefore, be estimated as about $240,000.

Some reference to the past expenditures of the schools may be suggestive.

For 1856--7, the schools cost $234,-457.00 ; 1858, $223,360.00 ; 1859, $250,-519.00 ; 1860, $259,906.00.

These figures represent the cost of the schools under their four distinct municipal organizations. Annual expenses were estimated at $20 per pupil in actual attendance, with an additional allowance of 5 per cent. for increase, and a further additional allowance for rents and repairs.

In 1865, the allowance was $240,000 ; 1866, $253,542.49 ; 1867, $360,000.00 ; 1869, $370,000.00 ; 1870, $399,124.31. For 1875, the receipts were $353,918.64, the expenditures, as by published report of W. E. Brown, State Superintendent, $460,128.83. In 1877, the new School Board, in entering upon its duties, found the school finances greatly involved, and commenced to reduce expenses—first, by cutting down salaries to sixty per cent. of their former figures, and by closing the schools for three months and a half vacation, without pay. From that time to the present, the knife of retrenchment has been cutting into the life of the schools.

The year 1866 may be considered a fair test of proper school management. The character of the gentlemen composing the Board of Directors—the detailed statement of their operations, the acknowledged efficiency of the schools under their guidance, are sufficient guarantees of the judicious nature of their financial operations.

The classified table of disbursements for that year, closing December 31st, 1866, is as follows :

Salaries of Teachers	$196,340.48
Wages of Portresses	11,408.50
Rents of Schoolhouses	6,405.20
Salaries of Officers	8,608.70
Paid for Books and Station'y	16,043.43
School House Repairs	6,277.19
Printing	1,321.60
School Furniture	6,371.59
Incidentals	765.80
Total	$253,542.49

At that time there were but four school districts, with 253 teachers, an average attendance of 11,920 pupils, and an annual enrollment or 15,791.

In the year closing December 31, 1880, with seven municipal districts, Jefferson, Carrollton, and Algiers having been added, the minimum number of teachers employed was 407, the average daily attendance 15,357, the annual enrollment 25,896. The disbursements for the year are as follows :

Salaries of Teachers	$198,198.70
Wages of Portresses	11,789.00
Rents	9,571 80
Superintendent's Departm't.	3,310.00
Secretary's Department	3,000.00
Fuel	2,523.60
Supplies	1,929.40
Furniture	2,480.50
Repairs	13 217.06
Printing	1,146.18
Cartage	64.00
Stoves	2,049.10
Adjustments	243.05
Contingent	93.80
Sanitary	828.00
Total	$250,444.09

With an increase of over 60 per cent. in the number of teachers employed and in the enrollment of pupils, there has been an actual reduction in the amounts appropriated for the support of the schools!

These figures will give some indication of the difficulties with which the Board has been compelled to contend, and may serve to show to the Honorable Administrators of the city the need of the public schools for an increased appropriation.

The Hopes of Our Country.

BY PROF. J. E. SEAMAN.

The destiny of our country is in the hands of the God of nations Without an earnest, practical, all-controlling, unceasing recognition of divine providence, our vast and high reaching hopes will forever vanish as the receding pictures of a morning dream ; nay, the more exalted our social and political condition, the more frightful the moral maladies which, like loathsome cancers, will eat into the very heart's core of our once united and prosperous confederacy. In vain do the thousand forms of American excellence promise that foundation which the evolutions of time may not impair—which shall not ultimately sink into the same doom that has already swallowed up the proudest monuments of human greatness. We may, indeed, attain to the highest development of material civilization, in which the grand agent is steam, the controlling power, gold, the chief object, production, and the only end, pleasure. Was not this the civilization of the republics of ancient Greece, of the republics of Asia, and of the unbridled power and magnificence of republican Rome? For an indestructible foundation we must look deeper and far inward—to those grand elements, knowledge and virtue—elements which gave this government its early greatness, and which have thus far infused whatever it has of beautiful and luxuriant life. A mind under the dominion of ignorance or vice is not a free agent, nor indeed fit to be free. Is it not the duty, therefore, of the American government to advance its citizens in the scale of intellectual being? Is it not the duty of each State government to see that its people do not become servile, imbecile, and unable to assert, or even to conceive their natural rights and dignity? In this land there are no castes of descent, and why should there be in knowledge, which, next to virtue, confers the highest nobility? We advocate no such absurdity, that every man should trim his midnight lamp over the lofty thought of the Roman, or the subtile and infinitely varied conceptions of the Greek. The incessant and diversified calls of life ; the voice of reason, of nature, and of God, forever interpose a realization so preposterous and illusive. But we would descend to the anvil, the shuttle and the plow ; for there we find man discharging a high and important part in embellishing, strengthening and sustaining the structure of civilized life. We would exalt him to know his true place among his fellows—awaken and illumine his faculties—enable him to acquire at least the rudiments of science, the arts of civilized life, the organic laws of the animal, vegetable and mineral kingdoms, the fundamental principles of mental and moral law, and his own duties and rights as a citizen. Above all, we would embody a divine with his human knowledge. The learning of the schools, certainly of the public schools, very properly does not furnish religious culture. They prepare for worldly distinction, political power, great respectability and influence, —and incidentally, and to a certain ex-

tent, they discipline the moral sensibilities. The example and serious admonition of a father, the ever-tender and pious solicitude of a mother, the authoritative teaching of the church—these form and vivify the elements of all that is greatly good in thought or in action.

The religious element bears momentously upon the permanency and welfare of our government. It is an undeniable fact in the history of the human race, that no society ever entered on the road to civilization, save under the impulse and direction of religious principles. Man is a religious being. His nature calls for religion just as actually as his eye for light, or his ear for sound. Religion, even when false or absurd, implies the idea of moral good and evil, and the existence of a divine power. Without this element, the family, social and national ties, could have no existence. The noblest, loftiest monuments of civilization—the productions of the soul of man sublimed—all those incarnations of grace and sublimity, which fill the eye and heart with never-ending wonder and admiration—all have been uniformly consecrated to the genius of religion. We can quite believe that a false religion, however monstrous, is incomparably better than the reign of indifference and infidelity. Man, whether considered in his isolate or aggregate position, if divorced from the supremacy of conscience, is not perfect man. There is a degradation or divulsion of his nature; his soul, that spark struck from the essense of God himself, is blasted and blackened amid the dust and smoke of a polluting earth, and he must inevitably become a desolate, erring, noxious creature. Interrogate history. She will answer that the most prosperous and happy nations were those in which the principles of religion most predominated. Godless intellect may change, it is true, the *form* of human depravity, but it has no power to expel it. Nay, it seeks to blot out the Deity, to despoil his works, to make man an ephemeral, miserable shadow, and his grave an eternal sleep; it compasses weakness, violates beauty, kindles the sulphury flames of the battle-field; it once crushed in its serpent fold, and pressed out the very life-blood of beautiful France, entailing upon that single nation horrors which changed all the preceding sufferings of mankind into idle tales. And France was then a republic, taking her model from these United States. Being essentially infidel, she was at war with the cross as well as the crown—the altar as well as the throne. She subordinated conscience to intellect—decreed that there was no God, and hence universal misery, blood, horror closed the appalling scene. Knowledge and religion are the only abiding sources of national stability and happiness. They are the safeguards of truth, the defense of law, the sources of heroism, the bases of morality—the only grand central principles around which may cluster the magnificent forms to be revealed under the American civilization:—wisdom, liberty, and power; social law, moral energy, incorruptible integrity and unchanging patriotism.

Normal Schools.

No. 143. AN ACT

To authorize and empower the State Board of Education, or its legal successors, to sell any property, under its control, heretofore purchased for State Normal Schools, and to appropriate the proceeds thereof, and any rents derived from such property, in maintaining Normal Schools and departments in the State, for the professional training and improvement of teachers for the public schools

SECTION 1. *Be it enacted by the General Assembly of the State of Louisiana*, That the State Board of Education, or its legal successors, be, and (it) is hereby authorized and empowered to sell, on such terms as it shall deem most favorable, any property now under its control, purchased for the use of State Normal Schools, and to convey valid titles therefor to the purchaser in the name and behalf of the State of Louisiana

SEC. 2. *Be it enacted, etc.*, That the said State Board of Education, or its legal successors, is authorized to appropriate the proceeds of the sales of any property, made under authority of Section 1 of this Act, and any rents derived from such property, to aid in the maintenance, during three or more years, of normal schools and departments in the State of Louisiana, for the purpose of enlarging the usefulness of said institutions [by] securing scholarships therein for advanced students, for the professional training of [such] advanced students as teachers of the public schools and for the scholastic improvement of any person, already teaching, who may desire and be able to attend such institutions, in the proportion of thirty dollars for each student so trained, during at least seven months in the year, without charge for tuition; *provided*, such Normal Schools and Departments be organized and conducted on such plan, and be subject to such rules and regulations as shall have been prescribed for their guidance by the State Board of Education, or the State Superintendent of Public Education.

SEC. 3. *Be it enacted, etc.* That all laws or parts of laws in conflict herewith be and the same are hereby repealed, and that this Act *take effect from and after its promulgation.*

Signed, R. N. OGDEN,
Speaker of the House of Representatives.
S D McENERY,
Lt. Gov. and President of the Senate.
Approved, April 15, 18[illegible]
LOUIS A. WILTZ,
Governor of the State of Louisiana.
A true copy:
WILL. A STRONG,
Secretary of State.

Remarks.

This Act, to which reference has already been made in this Journal, we publish, in full, in justification of our last General Assembly. Though illy-worded, (owing, doubtless, to carelessness in inserting amendments,) it is sufficiently plain to make it evident, that the Legislature *was really desirous of aiding the existing Normal Schools in New Orleans, with as little delay as possible.*

We have shown, in our November No., that the site purchased, in New Orleans, in 1859, for the State Normal School of that day, is now under the control of our State Board of Education, and that prompt and wise action in the enforcement of this very Act, No. 143, will tend to the preservation and the enlargement of the usefulness of the Peabody Normal Schools, *as actually intended by the General Assembly*,* and afford the means, also, of establishing at least one efficient Normal department in some College of rural Louisiana, which might, indeed, serve as a valuable auxiliary in the organization of a Teachers' Institute.

We, therefore, repeat our trust, that the State Board of Education, under the presidency of his Excellency, Gov. S. D. McEnery, will meet, at an early day, to consider and act upon the suggestions proffered in the Memorial addressed to that Honorable Board, on the 22d of July last, for the enforcement of the Act (143) now published *in extenso.*

THE THORNWELL SOCIETY.—The lectures thus far given under the auspices of this Society—an association of gentlemen connected with the First Presbyterian Church of this City—have been of a high order of literary merit, and have been warmly received by the large audiences attracted by the interest of the themes, and the reputation of the speakers. Lectures of the character, of those which have been delivered, are of great public benefit. They are powerful factors in the educational movements of the day. The lectures delivered since our last issue, On "Mormonism," by Rev. Dr. Palmer; "An Old Story," by Rev. Dr. Hugh Miller Thompson; "A History of the Formation of English and American Governments," by Hon. H. N. Ogden, were, in the highest degree, entertaining, instructive, and eloquent.

Too much praise cannot be awarded to a society which provides for the public a means of enjoyment so refined and elevating.

Public thanks are due to the gentlemen who, amid the multifarious cares and duties of their own positions, have contributed so much of their time and talents to the objects of the Society.

The lectures are free, and those of our readers who have been unable, or, for any cause, have failed to attend, have missed a rare intellectual treat.

*This was well known to the Hon Chairmen of the Committees of Public Education, and, particularly, to the Hon G W. Munday, of East Feliciana, in the last General Assembly.

Reform in the Schools.

A SpecialCommittee, appointed by the Chicago Citizens' Association, to examine into the condition of education in that city, report that they have found four defects in the school system. First. The method of teaching is not what it should be and must in time become. Second. There is no attention given to direct moral or religious training. Third. There is very little attention given to physical training. Fourth. There is an absence of practical training —training of the hands and eyes— which would enable those leaving the schools to become useful and productive immediately in some manufactory or industrial art. The Committee are of the opinion that the pupils are so taught as to become mere parrots, arithmetical rules, for example, being expressed often in language unintelligible to the child, and followed by examples in which the rule is to be applied. Grammar is taught very much the same way. The children know the rules by rote, and cannot write an ordinary sentence correctly. The report quotes a number of rules from Green's Grammar, where the sesquipedalian language in which they are couched make formidable conundrums for the youthful head, and no scholar can repeat "the trash" two weeks after he leaves the school. The time spent in committing such stuff to memory is worse than wasted. The Committee points out the necessity of giving instruction in morals, and recommends the use of some good text-book on ethics and thinks that the children should be taught the existence of God as the creator and ruler of the universe; also, the ten commandments should be committed to memory and explained, so that the children may understand them; also, that they may be taught that there is a life beyond the grave.

Masks.

"A night of Carnival: the pageant comes this way,'
(My answer to the queer, old man decrept and grey
Perchance, from rural nook, dazed by the city's din.)

"Stay—Feast thy fading eyes, for Fancy—Merry sprite!
Have taken dizzy flights, to startle us to-night.
This granite pile hath open doors: we'll step within."

Quite lost, I stood entranced, 'till down the dark'ning street,
Faded "Midsummer's Dream" then roused, I thought to meet
A rustic's pleased smiles.—what a cynic look!

No shade of mirthfulness—"Stranger"—asked I, "Art thou not one
Grown old, in climes afar, where 'neath a tropic sun
The Carnival is like an old and well learned book?"

"*Life is my Carnival*—Why friend, from youth to age,
We wear our masks, nor could the Chaldean Sage,
Discerning Truth, lay means and motive bare."

"Are acts not evidence?" "Nay; mainsprings running hid
In life have no revealment. Closing the coffin-lid,
The pastor says, and thinks—"God's noblest work lies there."

The world can but approve what lips inspired have said,
The papers print our charities; the daily bread,
Oft steeped in wine, we gave unto the poor."

,'The Lists" unnumbered headed with our honored name,
The prayers we prayed from gilded books when Sabbath came,
"Could man or Maker ask of mortal more,

Than this most perfect work?" "But yet around our bier
Are eyes with deeper sight that shed for us no tear,"
"And none shall lift the mask!—No eye behold

"The cheats of life; nor measure by our Maker's code
The sinful thoughts which in our soul abode!"
The sins far greater than the stint of gold

"Are *whys and wherefores*. For oft our proudest deed
Surpassing all belief' so true to Christian Creed,
Hath been achieved by some poor heart's despair:"

The Pharisee's cold glance hath doomed, to hopeless woe
The crushed and erring—How keen the mortal throe,
Of the sad heart's upliftings! Never to regain,

Lost treasure!—Sinless rest!—The calm of Youth's fair time.
The storied future read, as some sweet, mystic rhyme.
And life's white scroll half folded held no stain.

But blazoning the sins of friends we hide, the while our own:
Showing that righteousness, which can no guilt condone,
But lo! There comes the Carnivals' *last day!*

Death pleads to life! Poor worm! How powerless the foe
Who set the brand upon his fellowman! Well! Merry show,
So, let Earth's grudgings pass with life away.

Thy meaning I divine the girdle thou hast spanned
Around the earth in forty minutes, with a master hand,
"Man's inhumanity to man" doth mark the Creed Divine.

True charity is not alone, to stand, with open palm,
The heart must give from its warm well-springs Mercy's balm.
(Methinks, old man, your life, has lacked somewhat, *this wine.*")

SECOND ASSISTANT.

New Orleans, Nov., 1881.

Practical Department.

EXCERITA FROM THE COURSE OF LECTURES DELIVERED BY PROF. ALEX. DIMITRY, LL. D., IN 1872, BEFORE THE STUDENTS OF THE PEABODY NORMAL SEMINARY.

ENFORCEMENT OF THE LAW OF DUTY (CONTINUED).

The distinction which God himself has made between us and the brute creation, demands that we should respect the seal which has been stamped on his favored creatures' character. The best sentiment that grows out of that distinction, is the sense of justice; and, as we would have it dealt to us, so it should lead us to respect the person and rights of our fellow beings. There is nothing more plain and simple than this principle of justice. The equality in which we all stand before a common Maker, and the reciprocity of duty which we owe to one another, can be readily understood. Hence, children early acquire a notion, however vague, of justice, and keenly feel any attempt to wound their rights. It will, however, unfortunately happen that this natural right, which is so pure in its origin, is obscured in consequence of the speeches which chi dren may hear—of the examples which they may witness, and, sometimes, it must be confessed, by the thoughtless actions and injudicious remarks of the very persons who should keep that feeling unimpaired. The best form of teaching is that which is shaped out of unperverted facts. In any contention, in any wrangle, such as will arise, every day, in the best-ordered school, let your pupil, after your judgment has settled the fact, be the judge of the debate between himself and his school-mates. Let him put himself in their stead, and then suppose them to be in his. Let everything like arbitrariness be banished from the school. Severely check and restrain every attempt at violence or at oppression of the weaker by the strong—of the less favored by the better endowed. Act, by your pupils, with the impartiality of the *fatum* of ancient days, which regarded neither high nor low, rich nor poor, gifted nor ungifted, and especially teach them to expect no privilege, save the allowable rank which they may have obtained by their merit in the school. So work, that you may convince each one of them that he is interested in the maintenance of a rule which is the same for all. Your establishment of a wise discipline—the cautious use of monitors—the prudent and occasional recourse to a petty jury of pupils, especially in cases which may have occurred outside of your own view—the umpirage of the more advanced and more sedate of your pupils, appointed by you to allay quarrels and settle pretensions—all such means may usefully work to the defining of the notions of justice and to their realization into practice.

To help you further in this arduous portion of your labors—the enforcement of the duty of justice—you have the precept of even philosophical antiquity, made sacred and binding by the divine injunction: "Do not to others that which you would not have others do to you." Yet, it may often happen that some pupil, not understanding the reaches of his actions, or the import of his words, will not even suspect the seriousness of the wrong inflicted, or the extent of the mischief which he has caused. Repress, therefore, all indulgence of levity not inevitably connected with their unreflecting years. Weary not in scattering away every cloud of ignorance which obscures justice, and in rectifying every idea or notion which has a tendency to run into the erroneous and the unjust. Let them be taught that irreflection and thoughtlessne-s may do quite as much damage as can the premeditated malice of doing wrong, and that a single imprudence of action, a single moment of forgetfulness of the duty of justiee, may be followed by the most fatal of consequences. Teach them that we may injure others not only by inflicting material damage on them, but that we can also still more wrong them by the wounding of their feelings, by detracting from their reputation, by betraying

heir confidence, and marring their security and happiness.

I have so far, students, spoken to you of the enforcement of the duty of justice, as a high moral attribute of our nature, implanted in the heart by the hand of God. But further than this, and under the sanctions also of God, the image of justice puts on a material and sensible form *in the rights of property.* A child is naturally attached to what he considers to be his own. He has not labored for it—he has not toiled for it—yet he considers himself, by a sort of mysterious judgment, to be the lawful owner of what has been conferred on him only as a gift. This, ladies, you will perceive, is but a vague and obscure notion of the real idea of property. But the idea of property may become still more obscure in the child's mind, when the real owner is away. He may be violently tempted, in the presence of the objects which may come under his sight, if in their acquisition, however unjust, he sees something that may be either acceptable or useful to himself. He easily persuades himself, that, like high-titled robbers, he has acquired by right of conquest that which he had merely filched by the help of artifice. Teachers! in your future mission you cannot work more zealously, you cannot watch more vigilantly, than when you will have worked to crush down these first attempts, even in the slightest and most trifling of things. Let your pupils be fully impressed with the idea that the stalk of corn which grows in the field; that the fruit which hangs on the branches of a tree, not even protected by an enclosure; that a flower that straggles through the bars of a fence—is placed under the protection of the public faith. Explain to them that they did not sow the seed; that they did not plough the furrow; that they did not labor and toil and water the furrow with their sweat, as did the true sower, so that the corn might grow for him and him only who sweated, labored, and toiled. Convince them, that they did not plant the twig which, watched and tended and trailed, grew up into the goodly tree with its goodly fruit for him who toiled for himself, not for them who have no right to its yield; that the flowers, which the kindly hand of God has scattered like so many gems, as *common property,* over the forest and the dale, cease to be theirs, when they are the growth of another's toil and care, within the possession of his individual right. Teach them, in further enforcement of duty, that there is even more guilt in thus depredating that which is left without a guardian, than in pilfering what is under lock and key, since such an act of depredation involves both actual damage and a breach of public confidence.

These last remarks on the enforcement of duty I close by a few admonitions specially addressed to you. For your pupils, let everything that may be exposed to their view or their hands, be better guarded by the sense of probity with which you have succeeded to impress them, than by any remote prospect of punishment, entailed by the violation of justice and right. Let them frame no excuse for the violation of duty, from consideration of the minor importance of the object. Scathe, with holy indignation, the guilty abuse of intellect, perverted into the perpetration of fraud! Impress upon their minds that property, the fruit of labor, is labor's reward. Point out to them that labor, and labor only in all its ramifications and appliances, keeps up the perpetuity of societies—that perpetuity, which takes its rise within the very precincts of the Eden of our first existence—that perpetuity, which preserves all the traditions of civilized mankind—that perpetuity, which keeps up all its better energies and nobler hopes—that perpetuity, which finds its best symbol and safest prop in the maintenance of the principles of justice reciprocally extended by one member to every other member of Society.

PRIMARY READING.

For primary classes in reading, we make the following suggestions:

1, Require the pupils to be able to *pronounce words at sight.* Require them to know the words at a glance, so that they can speak them in reading without hesitation or stammering. To secure this, have the pupils pronounce the

words before attempting to read. They may sometimes begin at the latter part of a paragraph, and "pronounce the words backward."

2. With the more advanced classes, before reading a new lesson, go over it and have the pupils pronounce all the unfamiliar and difficult words. Some of these may be written on the blackboard to aid the pupil in remembering them. See also that they know the meaning of the words of the lesson before they begin to read.

3. After the pupil can pronounce words at sight, particular attention should be given to the *thoughts expressed.* Have pupils state the thought in their own words. Require them to look at a sentence and tell you what it is about, and then read it.

4. Require pupils to read in *natural conversational tones.* Do not allow them to use the unnatural tones so often heard in the reading of children. Discard, by all means, the well known "school-room tone." Require the pupils to read in imitation of good conversation, remembering that good conversation is the basis of good reading.

5. Attend carefully to articulation and pronunciation. Be careful to secure clear and distinct enunciation. Do not permit the drawling of the voice, nor the reading too rapidly. Be careful also to secure variety of tone. and to prevent monotony.

6. Errors may be corrected by calling on some pupils to imitate the reading of other pupils. It will call attention to defects that were not noticed, and also cultivate the power of imitation.

7. Let the class occasionally close their books and listen while some one reads, and then request them to tell the substance of what has been read. Have them also point out mistakes and make suggestions for improvement.

8. Do not go through the book too rapidly. In reading, it is a good motto to "make haste slowly." Keep the children at a piece until they are pretty familiar with it. The better they know it, the better they can read it.

9. See that children appreciate what they read. Let their little hearts be touched with such sentiments as can be appreciated by them. It needs a refined taste to read well; and the reading class presents a good opportunity to cultivate the taste.

10. Have the pupils stand erect, with the book in the left hand, the right hanging at the side, the feet in a proper position, etc. Permit no lounging or leaning upon the desk or against the wall, or standing in any awkward or ungraceful attitude.

11. In their reading, let them be guided by two things: *Imitation and Natural Expression.* Let them imitate good models and read naturally, or as they would talk or tell the subject. Having presented these suggestions for primary instruction in reading, we proceed to a fuller discussion of the subject, as an art based on philosophical principles.—*Edward Brooks.*

TO SECURE HEALTH THROUGH EDUCATION.

1. To secure health through education, it is requisite that a more systematic and scientific study of the psychology of the subject should be undertaken, and that class studies should be divided in regard to the mental aptitudes of the scholar.

2. Parents should expect teachers to exercise a fair and discriminating judgment as to the particular capacities of children under their care, and should be influenced by such judgment in the direction of educational work. The teacher should become, in short, like a second parent to the scholar.

3. Much greater care should be taken in observing the influence of special physical peculiarities of body and heredities on educational progress, while the influence of education on such peculiarities and heredities should be carefully learned and determined. By this means two useful purposes would be secured; education would be made to conduce to physical health and physical health to education.

4. All extreme competitive strains in learnlng should be discountenanced, as efforts calculated to defeat their own objects and to produce mental as well as physical degeneration.

5. In school work, the Swiss system of teaching should be more closely followed; that is to say, very quick and

precocious children should be directed rather than forced and encouraged, while dull and feeble children should receive the chief attention and care of the teacher.

6. Education should be so carried out as to make the whole of the life of men and women a continued process of learning, varied, at different ages, according to the changing capacities, faculties and aptitudes for the different subjects included under the head of knowledge, useful and universal.—*Benjamin Ward Richardson in Canada School Journal.*

MORAL TEACHING.

There is no doubt that the future of a child—his capacity to benefit himself and his country, depends more on the training of his moral nature than his mental powers. Teachers should teach morality systematically, not in set lessons, but by correct examples and just decisions, by always placing truth and honesty above mere smartness; by commending industry and perseverance rather than reliance upon genius, by making duty the motto of each pupil, and embracing every fit occasion in school life for showing the good effects of virtue and the evil results of wrong actions.—*Canada School Jouanal.*

A BOY'S ESSAY ON BOARDS.

There are several kinds of boards, sign-boards, base-boards, dash-boards, clap-boards, paste-boards, and school-boards,

I think I will write about school-boards, because my sister is a teacher, and I can remember a good many things she has said about them, and that will help me some.

I don't know whether school-boards are always made of green lumber or not. I heard my sister say the board wasn't half-baked once. Guess she meant it wasn't kiln-dried. Maybe it warped, and turned over on the wrong side or maybe it shrunk badly, when exposed to the dry question of wages.

School-boards are of different shapes, some are square and polished on both sides; some are longer than they are broad, and so thin they bend under slight pressure.

I asked my sister what kind of a board ours was, and she said it was a good looking board, but when put to any use it was full of slivers.

There was a young lady staying with my sister, the evening I was writing this, and she said she thought some of the board would make good hitching-posts. I asked her if it was because they were such big sticks. She said that wasn't it. Then they both laughed; they thought I didn't know what they meant, but I did, because I saw Mr. Jones take her to church, and he is a member of the board, and she acted as if she thought he would be good to tie to.

The school-board is used for the purpose of getting the cheapest teachers they can find, whether they know anything or not, and to vote down women's wages and leave men's as they are. This kind of board is elected by the people, mostly men.

They most always get the closest-grained they can find; then, when the teachers say they don't get pay enough, the people say it is the board The teachers say the people had no right to get such hard wood for their board, and the board say, "What are you going to do about it?"

Sometimes there is a weak place in the board, and when thrown against some hard question, it splits and goes all to pieces; then they either get a new one or stick the old pieces together again with taffy.

My sister says there is too much slang in this, but father says slang is mighty and shall prevail. He knows, because he is a man. Men know everything, because they can vote.

Sometime, I will write about other kinds of boards, if you have not been too badly bored with this.—*Literary News.* (*Neb.*)

A candidate at the entrance examination for the High School, County of Bruce, spelled after this fashion: Nomitave, Prownown, Nuter, Speach, etc. He also laid down the proposition that a "verb agrees with its subject in cäse," and was of the opinion that a "particle was a worb and a noun joined together."

The same candidate stated that "a relative pronoun was a word used to mark some particular person, place. or thing." —*London Free Press.*

THE THEORY OF PUNISHMENT.

Punishment is the intentional infliction of pain for the purpose of controlling the will, either to compel action or to restrain it. In education this is often requisite, for the sake both of the pupil and of the school. Lawlessness would prevail were every individual allowed, without restraint, to exercise his own self-will. There must be authority, and that authority must be recognized and enforced. The proper discipline of the pupils requires that they should be brought under control, either by means of agencies that will lead to self control, as appeals to reason and conscience, or to other motives such as the love of approbation, the desire to excel, the hope of reward, etc. Where these fail, appeal must be made to the sense of fear, through the apprehension of mental or physical pain. This, as being the lowest principle to which recourse may be had, should be the last, and should always be employed by the teacher with great reluctance and with the greatest possible caution.

Defined.

Need of punishment.

Physical pain.

Where it can be made effectual, the best form of punishment is censure which may be expressed by direct reproof, by demerit marks, or by public disgrace. Reproof, to be effective, should be sparing, and never administered in tones of anger or irritation, as if the teacher had suffered some personal grievance, and were vindicating himself rather than pointing out and condemning the fault of the pupil. The teacher's personality must be eliminated in administering punishment, except as far as may make apparent his sorrow that punishment is necessary, and his regret that it is his duty to inflict it. The object must be felt by the pupil to be chastisement and correction, not vindictiveness, or the desire to avenge offended dignity or authority. Constant scolding is exceedingly injurious to the pupil, and of no efficacy whatever; nor can the attempt on the part of the teacher be approved to wound the feelings of the pupil by satirical or sarcastic remarks; for the latter instinctively feels that this is a mean advantage taken by the teacher, both of his position and of his superior ability.

Censure.

Scolding.

Sarcasm.

Demerit marks have the advantage of definiteness in expressing, and in a way that is unanswerable, if just,—the amount of censure administered for neglect or wrong-doing; and, when these are required to be exhibited to parents, the punishment may be very severe. Forms of disgrace, humiliating positions, or badges, may be rendered exceedingly painful to some minds; while others would only be hardened by them. Extreme caution is required in employing this kind of punishment. The character of the pupil should be carefully studied, and the effect watched. Delicacy of feeling and self-respect in the pupil are never to be sacrificed for a temporary advantage. Detention and the imposition of tasks are also to be resorted to with care, or the school may become to the pupil a hateful place.

Demerit marks.

Forms of disgrace.

As to corporal punishment, the lowest form of all, there is a great difference of opinion among educators regarding the propriety of ever resorting to it in schools. D. P. Page, an educator of long experience, great moral force, and singular kindness of nature, fully admitted the necessity of corporal punishment as a last resort.

Corporal punishment.

"I do not hesitate," he says, "to teach that corporal infliction is one of the justifiable means of establishing authority in the school-room. To this conclusion I have come after a careful consideration of the subject, modified by the varied experience of nearly twenty years, and by a somewhat attentive observation of the workings of all the plans which have been devised to avoid its use or to supply its place." Horace Mann, one of the most enthusiastic advocates of moral suasion, yet re-

cognized the necessity of corporal punishment in some cases. "Punishment," he says, "should never be inflicted except in cases of extreme necessity; while the experiment of sympathy, confidence, persuasion, encouragement, should be repeated forever and ever." An English teacher says, "It is necessary for a child to learn that violation of law, whether of school, society, or God, brings inevitable suffering. The sense of right is so imperfectly developed in children, that one of the ways of impressing upon the child that right is right, and wrong is wrong, is by showing that suffering follows from one, enjoyment and a sense of satisfaction from the other." (*The Educational Reporter*, London, July 1, 1874.) Corporal punishment is sanctioned by Rosenkranz in *Pedagogics as a System*. "This kind of punishment," he says "provided always that it is not too often administered, or with undue severity, is the proper way of dealing with wilful defiance, with obstinate carelessness, or with a really perverted will, so long or so often as the higher perception is closed against appeal." Under peculiarly favorable circumstances—a condition of things which may be considered ideal, that is, where the home training of the pupils of a school has been judicious and correct, where all have been taught from their earliest years, to obey their elders and superiors; and moreover, where the teacher or teachers of the school are gifted with the same talents for discipline—under such circumstans ces, most educators would agree that a resort to corporal punishment would scarcely ever, if at all, be necessary. But such are not the circumstances under which children are instructed in school. Bain, in *Education as a Science*, (1881) says: "Where corporal punishment is kept up, it should be at the far end of the list of penalties; its slightest application should be accompanied with stigmatizing forms. It should be regarded as a deep injury to the person that inflicts it, and to those that have to witness it, as the height of shame and infamy. It ought not to be repeated with the same pupil; if two or three applications are not enough, removal is the proper course."

As to the offences for which corporal punishment should be inflicted, and the proper mode of inflicting it, the following suggestions (of a practical teacher) would probably meet with universal approval from those who claim that this mode of discipline is, in certain cases, indispensable: (1) It should be reserved for the baser faults. A child should never be struck for inadvertencies, for faults of forgetfulness, for irritability and carelessness, or for petty irregularities. It is a coarse remedy, and should be employed upon the coarse sins of our animal nature. (2) When employed at all, it should be administered in strong doses. The whole system of slaps, pinches, snappings, and irritating blows is to be condemned. These petty disciplines tend to stir up anger, and rather encourage evil in the child than subdue it, (3) In administering physical punishment to a child, the head should be left sacred from all violence. Pulling the hair or ears, rapping the head with a thimble or with the knuckles, boxing the ears, slapping the cheeks or the mouth, are all brutal expedients. These irritating and annoying practices are far more likely to arouse malignant passions, than to alleviate them. (4) The temper with which you administer punishment will, generally, excite in a child a corresponding feeling. If you bring anger. anger will be excited; if you bring affection and sorrow, you will find the child responding in sorrowful feelings; if you bring moral feelings, the child's conscience will be excited. Anger and severity destroy all the benefit of punishment; love and firmness will, if anything else can, work penitence and a change of conduct.—*Dictionary of Education.*

OUR SOUTHERN SKY.

We transfer to our columns, from the *Morning Star*, the following brilliant vindication of the claims of our Southern Sky, from the *facile* pen of one of the most accomplished teachers in our Schools. It will be read with interest by all students of Astronomy, and by

others interested in observing the heavens:

The city dailies have treated us, of late, to a variety of "clippings" from Northern papers on the subject of the stars and planets; but we have not noticed a single article upon the same topic from any Southern pen. Now the "show in the heavens," as the New York *Sun* puts it, is far finer in our latitude than in the North, and we think our Southern sky unrolls a page of brighter beauty and of greater variety than can be witnessed anywhere along the shores of the Hudson.

"Why did not somebody," said Carlyle, "teach me the constellations, too, and make me at home in the starry heavens which are always overhead, and which I don't half know to this day?" Perhaps the same question arises in the minds of many of our readers; and as the "starry heavens" are, indeed, always overhead, it becomes almost a duty to be able to feel "at home" among their wondrous beauties, and to read aright the sublime lessons they unfold.

This year, 1881, has been a remarkable one, at least in regard to celestial phenomena. A conjunction of four planets, Jupiter, Saturn, Mars, and Venus, such as was witnessed last January, is an event rare in the history of the heavens; two comets visible to the naked eye, a total eclipse of the moon; these were a few of the attractions by which the heavens forced us, as it were, to look up into their shining heights and acknowledge their incomparable grandeur.

The sky of November displays also a panorama well worthy of our attention and examination, and perhaps we may afford pleasure to some inquiring mind by pointing out the chief glories of our Southern sky, and demonstrating, with patriotic fervor, the indisputable fact, that even the heavens are more lavish of their riches in our latitude than in that of New York.

We do not believe any view can be finer than our present sky, just before daylight—say at four o'clock A. M.—and if any one will stand by our side, figuratively speaking, we will describe to him the whole gorgeous scenery then displayed to view.

Facing south, and sweeping the eye from east to west, we see, first, rising in silver beauty, the planet Venus, shining with such lustre that she remains visible even after daylight has blanched the morning sky; second, in the zenith, midway in the constellation Gemini, is the planet Mars, small but ruddy, looking like a ruby set in the two parallel bands that form the Twins; third, to the southwest, near the Pleiades, in Taurus, we see Jupiter, the colossus of the planets, gleaming with all the effulgence attributed to the Grecian Jove; and fourth, far to the west, in the constellation, Aries, shines the pale, yellow Saturn, less beautiful than the other planets, but far more wonderful, if any one of these celestial mysteries can be more wonderful than another. when we remember his splendid retinue of rings and belts and moons.

This is all of the planets; and, if any one objects that four o'clock in the morning is rather an unseasonable and uncomfortable time for star-gazing, we answer it is only at, or about this hour, that we can see the four planets at the same time in the concave vault of the sky, but we think the observer will feel himself so well rewarded for his pains and inconvenience, that he will not grumble at the hour.

Now, having paid homage to the four planets, those "wanderers" of the sky, Jupiter taking twelve, and Saturn thirty years *to wander* once around the Sun, we next turn our gaze—four o'clock A. M.—to the glittering constellations now in sight. To the East, are a few bright stars in Leo, then the rather inconspicuous groups of Cancer, next the Twins, with two very bright stars forming respectively the heads of the two boys Castor and Pollux, which with two lines of smaller stars, reach westward, near to Orion's shoulder.

"The three kings." as Orion's belt is familiarly called, is a prominent feature of our celestial landscape, and points directly southeast to Sirius, the brightest star in the whole heavens; but still farther South and to the West, we see Canopus, a splendid star never seen above the horizon of London, nor ever visible to our Northern States. This star belongs to the constellation Argo Navis, and

is at present one of the most brilliant jewels in our Southern sky and quite a formidable rival to Sirius. We think the writers of our Northern "clippings" would be rather proud if they could add this glory to their "show in the sky."

Above Sirius shines Procyon, in Canis Minor, and may be recognized as forming with Sirius in Canis Major, and Betelgeuse in the right shoulder of Orion, the most splendid stellar *equilateral* triangle to be seen. Taking Sirius again as the apex, and looking south, to the east and west, we can trace another equilateral triangle having Naos, in Argo Navis and Phaet in the Dove, as the base. The former, with its grand first-class stars, is more attractive than the latter, since Naos and Phaet are of the second magnitude. Just beneath Orion's feet is Lupus, a small but satisfactory constellation recognizable by the figure of a quadrilateral with a curve of *three stars* above it. West of Orion is Taurus, and as every one knows the Pleiades, or "Seven Sisters," we can easily point to another near group of stars in the form of a V, in one foot of which shines Aldebaran, a red star of the first magnitude, easily mistaken for Mars. We would particularly ask our observer to look back at Mars, now in Gemini, and notice the difference between the planet's *steady* light and Aldebaran's scintillations.

One more look over this part of the sky, and we will sum up all the beauties in our sight: Venus, Mars, Jupiter, and Saturn, this being their order in the sky. Of first-class stars we have Castor, Pollux, Betelgeuse, Rigel, Sirius, Procyon, Aldebaran, Canopus and Formalhaut, while the Pleiades and the Hyades are conspicuous groups. To the North, we have Capella, in Auriga, a variegated star, forming with four paler stars a well-defined five-sided figure directly north of Aldebaran. The Great Bear is now turning over lazily from the northeast, just opposite the point he occupied at sunset. The fine *curve* in Perseus is a beautiful sight, and the long, straight line in Andromeda naturally attracts the eye: but we find our starry field far broader and richer than we at first realized, even with all our boasting, and we reluctantly turn away from many minor beauties; only bidding our observing friend remember, that even in the days of Job—two thousand years before the Christian era—the "bands of Orion" and the "influences of the Pleiades" were known to mankind and recorded on the page of sacred Scripture. Surely, if there be a study which leads one far into the past, which points to an illimitable future, and which lifts the spirit near to God, it is the study of the heavens, that wondrous and sublime realm whose works reveal the glory of God, and whose mysteries no man can ever fathom. In the presence of a single star, we must acknowledge—a Creator.

The page of His glory, ever open overhead, should be read by us with reverent hearts and with an eager desire to be one day "at home," not alone among "the starry heavens," but among the angelic hosts of God.

"The world moves." What better sign of progress, and of a united sentiment North and South, than this, that a Democratic school board in the city of New Orleans should dedicate a new school edifice as "The Garfield School." Sectionalism will have but few advocates or supporters, now that the era of substantial and enduring peace and unity has been welcomed and ushered in by the events of the last four months. Surely, "Peace hath her victories more renowned than war".—*Nat. Journal of Education.*

What duties have our idle hands neglected?
What useful lessons have we learned and taught?
What warmth, what radiance have our minds reflected?
What rich and rare materials have we brought
For deep investigation, earnest thought?
Concealed within the soul's unfathomed mine.
How many a sparkling gem remains unwrought,
That industry might place on learning's shrine,
Or lavish on the world, to further God's design!—*Selected.*

The Louisiana Journal of Education

Devoted to the Interests of Education, Public and Private, At Home and Abroad,

ROBT. M. LUSHER, WM. O. ROGERS.

EDITORS AND PROPRIETORS, NEW ORLEANS, LA.

TERMS:

Annual Subscription, 10 numbers, $1 00 in Advance.

Single Copies, 15 cents.

ADVERTISING RATES:

SPACE.	1 Mo.	2 Mos	3 Mos	6 Mos 5 Nos.	1 Year 10 Nos
One Page	$15 00	$25 00	$35 00	$50 00	$80 00
Half Page	10 00	15 00	25 00	35 00	50 00
Quarter Page	6 00	10 00	15 00	25 00	35 00
Eighth Page	4 00	6 00	10 00	15 00	25 00

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Educational Intelligence.

STATE SCHOOL FUND.

The State Treasurer's report to the Governor, of November 1st, 1881, affords interesting information on the amount of funds allowed in Louisiana for the promotion of Education.

1st.—*Current School Funds.*

Receipts:

Collected in 1880, . .	$22,951.56.
Collected in 1881 for 1880,	126,262.95
Transferred from interest fund of 1880, . .	61,926.57
Total receipts, .	$211,141.08

Disbursements:

Apportionments by State Superintendent, .	$151,889.28
Salary and office expenses,	4,061.06
Interest on Free School fund	33,000.00
Interest to Agricultural and Mechanical College, .	9,115.65
Interest to State Seminary,	5,440.00
Commission paid Assessors	4,610.46
Balance subject to apportionment . . .	30,24.63
Total, . . .	$211,141.08

In addition to the $3,024.63, subject to apportionment, there is $11,010.27 surplus in the interest fund of 1880.

The School fund of 1881, thus far collected, shows a balance of but $8,554.91.

To the credit of the Free School fund there are $8,391.65, proceeds of the sales of sixteenth sections; and it is stated that "the funds are applied to school purposes in each of the respective townships." This is required by the Act of Congress.

We are indebted to Hon. E. H. Fay, State Superintendent of Public Education, for the following table, showing the condition of the Public Schools in Louisiana, for the year 1880. Several Parishes not mentioned in the table are reported as without any public schools during the year; and, in other instances, no reports have been received in the Superintendent's office:

PARISHES.	No. of Schools.	Enrolled.	Attendance.	School Months.	Amt. pd teachers.
Ascention	25	1065	694	5½	35 00
Assumption	17	700	479	3½	35 00
Bossier	20	.....	500	4½	40 00
Calcasieu	18	.....	....	3	.....
Caldwell	12	410	292	2½	37 00
Carroll, W.	11	331	250	1½	30 00
Concordia	23	1237	....	5½	31 50
Feliciana, E.	36	1020	708	3 5-6	25 50
Franklin	6	195	132	3	30 71
Grant;	18	549	436	2½	25 00
Iberia	10	805	494	7½	37 50
Lafayette	11	331	242	3	31 50
Lafourche	13 col. 23 w.	537 765	364 606	3 4	40 00 39 75
Lincoln	46	1414	1211	5	31 00
Morehouse	19	1863	1316	2½	27 00
Natchitoches	26	844	617	3½	34 00
Pointe Coupee	18	456	328	2	25 00
Red River	9 w. 7 col.	243 270	205 221	3 3	25 00 25 00
St. Charles‡	4 w. 6 col.	111 430	good	4 4	40 00 40 00
St. Helena	20	738	626	3	14 50
St. James	16	636	470	8	37 00
St. John	13	494	412	4	30 00
St. Landry	46	1811	1364	4½	35 75
St. Martin	11	436	333	5	35 00
St. Mary	27	1802	1646	5½	43 66
St. Tammany	17	609	462	2½	25 16½
Vermilion	17	301	172	3½	37 50
Vernon	15	403	263	2	22 50
Washington	29	709	530	3	19 00

* Not organized until very late, close on the working season.

† Eight private Schools, running 3½ months in addition.

‡ Five Schools, continued by private subscription for the balance of 10 months.

NEW ORLEANS PUBLIC SCHOOLS.

City School Board—November Meeting.

Acting President, Rev. J. K. Gutheim, in the Chair and twelve members present.

The Superintendent reported decreased attendance in the higher grades, and unusually large accessions to the lower rooms. Additional primary schools are needed. The schools are in need of maps, charts and other facilities for the management and instruction of their classes.

Miss Charlotte Stuart was transferred from Washington No. 1 to the vacant first assistantship in the Webster School. Mrs E. Prados was transferred from the La Harpe to the first assistantship of Washington No. 1.

Miss E. Kearns, first assistant of Paulding, having resigned, the vacancy was filled by promotion of teachers—Miss Eastman becoming first assistant, and Miss B. Woods second assistant, by the change. Mrs. E. C. Dowty was transferred from the Edmonia to the third assistant's position in the Paulding. Miss M. D. Cooper was transferred from the Edmonia to the Mc Carthy, as Principal, in place of Mrs. E. Hamilton, sent to the Dryades.

The corps of teachers for the Fisk Girls' School was organized as follows:

Principal, Mrs. S. F. Williams; first assistant, Mrs. C. M. Keppard; second assistants, Mrs. E. P. McCarty, Miss C. C. Kennedy; third assistants, Miss L. M. White, Mrs. L. Saffold.

The Dryades School teachers were assigned as follows:

Principal, Mrs. E. Hamilton; first assistant. Miss C. A. Warner; second assistants, Miss E. C. Viger, Miss Bertha Plique; third assistants, Miss A. B Cottrell, Mrs. M. A. Martinez, Mrs. M. Clarkson.

The Finance Committee reported payment of July roll, making the aggregate of expenditures to date $185 087.24, leaving a balance on hand with which to pay four months' roll, 64,512.76.

The Committee on School Houses reported changes in the assignment of portresses.

Miss A. Cass asked to be assigned as teacher to her former position.

The following Visiting Committees were appointed:

First District, Messrs. Bertoli, McNamara and Hollingsworth. Second District, Messrs. Gutheim, Carlile and Collins. Third District, Messrs. Mellen, Stringer and Pettis. Fourth District, Messrs. Castellanos, Brossnan, and Maurer. Fifth District, Messrs. Lanaux and Handy. Sixth and Seventh Districts, Messrs. McElroy and Bartley.

October report of attendance of pupils.

Admitted and re-admitted.....	5,261
Left	3,630
Now on roll.....	16,856
Average attendance.....	14,343
Average roll.....	16.610
Annual register.....	23,379

Thos. J. Semmes, Esq., has been elected by the City Council as a member of the Board of School Directors, in the vacancy caused by the resignation of Judge W. H. Rogers.

* * *

Mr. O'Neill's resignation as a member of the School Board will occasion general regret. His clear, good sense and sound judgment in school matters, united with his long experience as a director will deepen personal regrets for the loss of his services.

* * *

The annual examination of candidates for promotion to the High School will commence on Wednesday, December 14th. Candidates are required to be over 13 years of age, and will be examined in Arithmetic, through cube root, Descriptive and Physical Geography; English Grammar and Elements of Composition; History of the United States to the Civil War, Natural Philosophy, Orthography and Original Composition.

It is thought that the classes for promotion this year will not be very large but will be well qualified. Much satisfactory work has been done in the way of preparatory drill.

Candidates from public schools must be recommended by their teachers.

The Annual Exhibition and graduation of classes in the Girls' High School

on Clio street will take place on Monday, December 12th, and the Boys' High School, 39 Burgundy street, on Tuesday, December 13th.

Mr. Morris S. Belknap, one of our former High School boys, has been placed in the responsible position of superintendent of the Mobile and Montgomery division, Selma division Western railroad of Alabama, and Pineapple division of Pensacola and Selma railroad, with head-quarters at Montgomery.

Knowing Mr. Belknap in the school-room as a faithful, earnest student, of clear intellect, and of honorable characteristics, we acknowledge a thrill of pleasure in reading of his advancement.

We are pleased to learn that Prof. Henry E. Chambers, formerly connected with the public schools of New Orleans, has been elected to the important position of Principal of the High School at Mineral Springs, Arkansas. Mr. Chambers is a gentleman of literary attainments, and we doubt not will successfully fill the duties of his new field of usefulness.

RURAL PARISHES.

CALCASIEU.

The Male and Female Academy at Sugartown, in this Parish, has 45 pupils, with a fair prospect of 75 after the Christmas holidays. The appointments of the buildings and grounds insure the convenience and health of the pupils, and, adds the Lake Charles *Echo*, "reflects credit on the principal, Prof. W. H. Baldwin, and on the enterprising citizens of that favored section of Calcasieu Parish."

LAFOURCHE.

Thibodaux.

"The colored citizens propose to give a series of entertainments at the corporation school house during Christmas holidays, for the purpose of raising means to prolong the session of said school. Every parent whose children attend that school should render assistance and make the same a grand success."—*Sentinel.*

This example is worthy of imitation by white, no less than colored, citizens of New Orleans, for the relief of teachers of their children in the public schools, who have no hope of proper compensation for the closing months of 1881. There are talented children in all the schools, and gifted and accomplished teachers in many of them, who, with proper encouragement from liberal-hearted and public-spirited citizens, could get up a series of mental entertainments and social repasts that would raise sufficient funds to relieve the necessities and gladden the hearts of our teaching corps. Get to work, gentlemen, and you will be gratified by the success of your enterprise and generosity.

WHO EDUCATES THE NEGRO?

The Morgan City *Free Press* (Republican) has the candor to say that the white tax payers of St. Mary pay almost wholly for the education of the colored children in that parish, notwithstanding the white voters of St. Mary number only 1168, while the colored voters of that parish number 3343. It says 800 of the white voters are property owners, while only about 300 of the colored voters own property, and that the parish tax collector reports that so far he has been unable to collect the poll tax of one dollar (which goes exclusively to the school fund), except from the property owners, and therefore the public education of the children of 368 white voters, and of 3943 colored voters is paid for by 800 white and 300 colored voters.

The *Free Press* says: "If the colored man, after twenty years of freedom, has not learned the responsibilities resting upon citizenship; if he is not willing to meet the responsibilities as far as lay in his power—then we may say that the government of the United States has done too much for him, and at least some of his rights of citizenship should be taken from him until such time as he is willing to assume those responsibilities."

ALBANY, NEW YORK.

FROM THE REPORT OF THE SCHOOL AUTHORITIES UPON THE EMPLOYMENT OF TEACHERS

It is believed by many who have examined this subject with careful and prolonged study, that the average period of employment of teachers would be considerably lengthened and their efficiency correspondingly increased, were two important modifications made by the Board in the method of bestowing and confirming appointments. It is thought, first, that the period of probation should be considerably extended. The trial space of three months now required before a nomination is confirmed, is entirely insufficient to determine the qualities of a teacher. Neither a principal nor a superintendent would be justified in forming a final opinion in so short a time. A tyro in teaching can, in that period, do little more than become acquainted with the barest outline of the work required. It would be manifestly unjust, therefore, to condemn a teacher on so brief a trial, and equally dangerous to forecast success.

For these reasons it has grown to be the practice on the part of the supervisory officers, to either withhold any opinion, or through natural unwillingness to injure the prospects of a fellow-laborer, to give a favorable one in general terms. In these circumstances the Board has invariably confirmed the nomination at the expiration of the probationary period. As no one has ever been rejected, a nomination has become equivalent to a permanent appointment.

It is conceded that in order to test adaptability and probability of success every appointment should be temporary. Heretofore the purpose of the temporary appointment has been defeated by its brevity. It is thought by some that the period of trial should be extended to full two years. Such a space would certainly give ample time to test all the qualities of an appointee, but so long a trial might prove irksome and harrassing. It is suggested, therefore, that the Board extend the experimental period from three months to one year, A sufficient time would thus be given in which to form a just opinion of the merits or demerits of the young teacher, and the Board would thus have a basis of judgment in voting upon the appointment. —*Report of School Board, Albany, N. Y.*

TEXAS.

The following figures, taken from the October number ef the *Texas Journal of Education*, will give an idea of the splendid educational endowments of that State :

The permanent cash fund is $4 317-314—credited as follows :

To Free Schools	$3,500,000
State University	511,000
Agricul. & Mech. College	212,714
Institute for the Blind	10,238
Instit'e for the Deaf & Dumb	14,362

55,514,115 Acres of Land, donated as follows :

To Common Free Schools	50,000,000
To the Counties in fee simple for Com. Free Schools	3,985,200
To the State University	1,221,400
To the Inst. for the Blind	102,648
To the Inst. for Deaf & Dumb	101,644
To the Institute for Orphans	103 229

"Each county holds in its own right for maintenance of public schools, lands equal in area to one-fiftieth part of the territory of Rhode Island. The State University lands equal the territory of Delaware. The lands held in trust by the State, as a permanent endowment for common schools, comprise an area larger by 6,000,000 acres than the whole territory of all the New England States.

The aggregation of all our school and asylum lands constitute an area greater than one-third of the German Empire."

Texas may well be proud of her educational outlook. Every year adds to the available resources of the fund, and the day is not far distant when the privileges for education afforded to the youth of that State will be superior to those of any other country on the face of the earth.

CALIFORNIA.

Twenty-Eighth Annual Report of the Superintendent of Public Schools of the City and County of San Francisco, for the school year ending June 30th, 1881. Mr. John W. Taylor, Superintendent of Schools.

The report is very full and minute in details. Every item of expenditure for the year is enumerated.

The number of pupils enrolled during the year in all the public schools was 40,187—boys 21,435, girls 18,752. Average daily attendance, 29,092—distributed as follows: In High Schools 984; in Grammar Schools 11,015; Primary Schools 16,213; Evening Schools 880. 719 teachers are employed at an average monthly salary of $78.92. The average monthly salary paid male teachers is $117.78. Average monthly salary paid female teachers $74.33. The total number of schools is 62. High schools 2; grammar schools 15; primary schools 42; evening schools 3.

The total revenue for the year was $902,485.65. Disbursements $827,323.71.

The wonderful growth of the San Francisco public schools is shown by the comparative expenses—commencing in 1852 with $23,125,00 and reaching as high as $989,258.99 for 1877, and $827,323.71 for 1881.

The report says: "The cost of public education compared with beneficent results sinks into insignificance. Among the many good institutions of our country none should be valued as highly as our public schools. We must admit with shame that some of our people would like to see the public schools abolished, or crippled to such an extent as to destroy their usefulness."

Education is the bulwark of freedom and free government. Money expended for its advancement tends only to the promotion of all good, and to the suppression of all evil.—*Governor of Colorado.*

ACKNOWLEDGMENTS.

We are indebted to our editorial confréres for several favors:

"The Louisiana Journal of Education, for November, fully maintains the high reputation of this excellent Monthly."—Lake Charles Echo, November 12, 1881.

"LE LOUISIANAIS" of St. James, apprises us of the return from France to St. James, of our esteemed friend, Jean Gentil, Esq.,—its able and patriotic Editor, whose intellectual labors have always been devoted to the best interests of his adopted home.

"The PIONEER OF ASSUMPTION," on its English side, contains the Valedictory of its recent Editor. who, for twent-five years past, has faithfully illumined its columns, with pure English, inciting the people to educate their children as the best means of promoting their material prosperity. Our best wishes accompany our retiring friend. The "Pioneer" also presents some very interesting reminiscences of Mrs. Louisa H. Nicholls, the mother of our former patriotic Governor, of whom the biography justly says: "His crowning triumph was his masterly management, as Governor of our State, when his coolness and judgment rescued her from illegitimate control, and set an example of honest dealing with all parties."

"The MARKSVILLE REVIEW," of which we are pleased to see that the enlightened scholar and admirable teacher, Wm. Hall, is the Associate Editor, honors us with a favorable notice of our views on the necessity of Normal Schools and Teachers' Institutes, in Louisiana, and justly adds, in confirmation of those views:

"We can expect to find in Louisiana but few good schools, as long as teaching is not generally recognized as a profession. Unfortunately for the cause of education, there is fully as much quackery among those called teachers as there is in the profession of medicine, and we all know that in the latter days, green and uneducated young men enter one door of the medical college and are ginned out at the other, loaded with pill-bags and a diploma authorizing them to learn something of physic at the expense of others. The lack of good teachers and good schools is filling the learned professions, of law, medicine, and theology, with men without even a good elementary education. The Institutions of Law and Medicine of to-day are forced, in order to support themselves, to award diplomas to incompetent persons. This shows a sad decadence in the educational progress of the country. *Good Schools, with professional teachers, will alone remove the evil.*"

"The LAKE CHARLES ECHO" always interests us. A "Lyceum Lover," in its columns, urges the organization, at Lake Charles, of a "Lyceum in which the young men of the town would be trained to speak when there are public meetings called." This is an excellent movement, and it should be heartily supported. Its realization would cause young men to respect themselves more than they now do, and to abandon drinking saloons and other degrading associations; and hence, as "Lyceum Lover" suggests, it would "result in great good" to the community.

For the "WEST TENNESSEE WHIG" we are indebted to some friend, whose courtesy is warmly appreciated. In it we find a Lecture by Prof. S. S. Woolwine, delivered before the State Normal Institute, at the University of Tennessee, in July last. This Lecture teems with admirable advice to Teachers. Regreting that we cannot quote extensively from it, we present the following summary with which it is closed:

"The end of all discipline, in school or out of school, is the building of character. Its process is the communication of the influence of character and its reflection upon the School. It is the character of the teacher that is the source of all discipline, as it is his intelligence that is the source of all teaching.

Let then the cultivation of character in himself and in his school be the highest aim of every teacher. Character is more than knowledge; it is the highest end of education"

For the "Schoolmaster" of October 1st and 15th, we are indebted to the Editor and Publisher, E. O. Vaile, Esq., of Chicago. Both numbers abound in interesting matter.

The "Practical Teacher," published in the same City, by W. L. Klein & Co., has also afforded us much valuable information.

To our long-tried friend, Col. D. F. Boyd, we are indebted for a copy of the Catalogue and Prospectus of the "Locust Dale Academy," in Madison County Virginia, of which the Colonel is the esteemed Principal. Louisiana never can forget this noble Educator, who, in her days of tribulation, actually *saved from destruction, by his own personal sacrifices*, the State University at Baton Rouge. We desire for him abundant success in his new field of devoted labor.

Mr. J. C. Eyrich has sent us a number of good books during the past month—reviews of which have been crowded out for want of space.

If you wish to note what energy and force of character can do in building up a fine business, take a look into the splendid establishment of Philip Werlein, on Canal Street. It is a very bee-hive of activity. His musical instruments are of the best, and good music is a factor in education.

BOOK NOTICES.

The Atlantic Monthly for December comes with its usual variety of excellent reading. "The Origin of Crime in Society," by Richard L. Dugdale, is a review of the history of legislation upon capital punishment. The plea for reformatory measures, as a subststute for the death penalty, is enforced by facts drawn from the experience of enlightened nations. Society, it is urged, would be benefitted by the change. Countries in which hanging is most frequent have witnessed a proportionate increase in the tendency to crime. On the other hand, where capital punishment for minor offences has been abolished, the police becomes effective, and the educational and industrial agencies are most powerful. The author thinks that the whole attitude of society toward the criminal must shortly change. Great reforms have already taken place in the treatment of the lighter as well as the more serious offences against law. The whole subject is an interesting one, and is ably discussed by the learned author.

"The Habitant of Lower Canada," by Edward Farrer, is a graphic picture of the personal and social characteristics of our neighbors "across the border." The various articles in this number well sustain the reputation of the "Atlantic" for entertaining and instructive reading. A rich intellectual treat is promised by the publishers for the next year.

Students of decorative art will find *The Art Amateur* for November full of charming illustrations of quaint Chaffagiolo faience. "Pilgrim Bottles" decorated with Cupids, exquisite rock crystal ware, bric-a-brac from the Double sale, ornamental stoves, and rare ecclesiastical embroideries. The frontispiece is a Deck plaque drawn by Camille Piton, and there are clever sketches by Edwards and Pilotell. The eight page supplement gives a notable array of designs for plaque and panel painting, Christmas embroideries and other decorative work. The text includes valuable "Cautions to Print Collectors" and "Hints to China Painters," besides articles on church needlework, altar paintings, enamels, wall-paper designing, colors women should wear, and many other art topics. Price, $4 a year; 35 cents a number, Montague Marks, Publisher, 23 Union Square, New York.

Popular Science Monthly, for December. Contents: Deterioration of Oyster-Beds, by Lieut. Francis Winslow; Physical Education, by Felix L. Oswald, M. D., on Popular Fallacies; The Rise and Progress of Paleontology, by Prof. Huxley; Studies of Vortex Rings, by Adrien Guebhard; Equality and Inequality in Sex, by G. Delauney; A Half Century of Science—II, by Sir John Lubbock; Catholicism, Protestantism and Suicide; A Map Review, North America in the Ice Period; An

Experience in Science—Teaching. There are also interesting notices, correspondence.

Messrs. Appleton & Co. publishers of the Popular Science Monthly, have notified the public that, in view of recent articles that have appeared in the North American Review, they will decline to act as its publishers after the close of the present year.

We are indebted to Messrs. A. S. Barnes & Co., for copies of several excellent publications, issued in very attractive forms:

1. Barnes' "New Mathematics," including a Primary Arithmetic, National Arithmetic, and Elements of Algebra, by Joseph Ficklin, Ph. D., Professor of Mathematics and Astronomy in the University of the State of Missouri. The definitions are clearly and logically expressed, and the examples for practical work, numerous and admirably graded, for the instruction of youth.

2. "Popular Science Reader," (Lessons and Selections in Natural Philosophy, Botany, and Natural History) — a valuable supplementary Reader for intermediate classes, beautifully illustrated throughout.

3. A "Brief History of Ancient Peoples," *with an account of their Monuments, Literature and Manners.* This history is written in a very interesting and an attractive style. The outline of each people's political history, civilization, &c., is closed with a summary, reading references, and chronology, with scenes in real life, and handsome illutrations,—rendering the volume a very acceptable textbook for schools.

4. "Points of History for Schools and Colleges," by John Lord, LLD.—properly described as a supplement of ordinary school histories, to fix on the mind what is most vital add important in the history of civilization." It is a valuable *vade mecum* for both teachers and students, and we can recommend it, as such, to the fraternity of teachers.

EDUCATION, *an International Magazine, bimonthly, devoted to the Science, Art, Philosophy, and Literature of Education.*" Thos. W, Bicknell, Conductor.

Vol. II, No II. for November-December, 1881, maintains the high reputation already secured by this sterling magazine. Opening with a handsome steel engraving of the noble countenance of Nathan Bishop, LLD., as its frontispiece, its contents intellectual are: I. "What may be fairly expected of the American Common School," a vigorous production of Geo. J. Packard, of Brunswick, Me. II. "How far does American Education satisfy the needs of American Life?" from the artistic pen of Mrs. Julia Ward Howe. III. "The School Curriculum and its Relations to Business Life," discussed with ability by W. A. Mowry, A. M. IV. "Moral and Literary Training in Public Schools," treated, in a liberal and enlightened spirit, by John B. Peaslee, LLD. V. "The Education of Agriculturists,"—a consideration of the claims of Institutions fostered by Congressional liberality—by Annie Tolman Smith. VI. "The Inductive Element in the Science of Education,"—a brief but able article by J. A. Reinhart, M. A., of New York. VII. An instructive and a touching eulogy of Geo. Barrell Emerson, by Gen. Henry K. Oliver. VIII. an interesting exposition of the "Study of Language," by D. C. John, Principal of the Normal School, Mankato, Minn.; and IX., a Review of the "Annual Report of the Hon. U. S. Commissioner of Education for 1879. Editorials follow on the death of Gen. Garfield;" "*Strangulatus pro Republica;*" "Yorktown Centennial;" "Financial Value of Money;" "Industrial Education an Evolution;" "Legend of Hiawatha;" to which are appended valuable notes of a miscellaneous, philological, and scientific character.

The "Sense Reader" and "Fresh Leaves," E. O. Vaile, Editor, Chicago.

These are very clever little monthly publications, intended to awaken thought and intelligence in young readers, and to afford them genuine instruction and amusement, in their attempts to complete broken words, in charming stories, or to solve conundrums of a very attractive character. The "Sense Reader" can be secured for a year at 20 cents, and "Fresh Leaves,' at the same price, by addressing the editor at 46 Madison Street, Chicago.

"Le Francais," revue mensuelle de grammaire et de litterature, No. 2, of 5th November, 1881, continues its admirable and humorous story of "Un Mariage d'amour," and presents, *in extenso,* the opinions of several French professors as to the correct pronunciation of *Mai, a propos* of the recent sparring between Sarah Bernhardt and Mons. Sarcey. (The former insists upon the grave sound of *e* in *ai,* and the latter the acute sound of *e.* An *étevе* of the Normal School (an old comrade of Mons. Sarcey), shows, conclusively, that an intermediate sound, between the grave and the acute, is the proper sound of *ai* in Mai).—Corrected letters and letters to be corrected, "Vicious Phrases" (with corrections), Charades and Homonymous Words and other exercises, adapted to school use, follow the learned discussion. The article on "Contemporaneous French Painters," gives a very interesting account of the artist, Louis David, and his works; and some amusing anecdotes of Adelina Patti, the vocalist and distinguished linguist, close the publication. This valuable review, which would be so eminently useful in our French schools, can be secured for a year by enclosing $1.50 to the accomplished editor, Jules Levy, Cambridge, Mass.

"Comptes-Rendus de l'Athénée Louisianais." Liv. 3, *Tome* 6, *November,* 1881.

This valuable publication gives its numerous readers a faithful account of the proceed-

ings of the *Athenee*, at its meetings of June 24th and September 30th. In the former we are gratified to find those eminent physicians, Drs. Turpin, Hara, and Alfred Mercier, outspoken in their *condemnation* of the use of tobacco by the young—*a fearful impairer of health;* and Dr. Turpin's assurance that fevers are not properly attributable to *rice itself*, but rather to careless modes of cultivating it, must be of considerable importance to our rice-planters. The proceedings of September 30th are illumined by a brilliant address of Mr. M. F. Tujague, President of *L'Union Francaise*, and a very felicitous response by Dr. Turpin, in behalf of the *Athénée*, on its acceptance of the sympathetic tender of the continued hospitality of the "L'Union." An eloquent eulogy of the object and noble aims of the *Athénée*, was also pronounced by Mr. James S. Hosmer.

This is followed by a very interesting account of the introduction and culture of rice (Oryza Sativa) in Virginia, South Carolina Georgia, and Louisiana, the author, Dr. G. Devron, also giving excellent reasons for sustaining Dr. Turpin's assurance that the rice crops are *not* generators of fevers in lower Louisiana and elsewhere.

At the session of the Athenee, of 14th October, Dr. Dell, Orto corrected some misapprehensions created by a report previously made, and Dr. Hara contributed a few words defining an investigation properly termed "*Scientific.*" Other remarks were made, closing with a correction of the error of describing George Eliot as *homely*, Mr. Dubois, of New York, describing her as of "supernatural beauty," with "soul in her eyes" realizing Plato's sentiment that "a beautiful form is the reflex of a beautiful soul." Drs. Hara and Turpin followed with a strictly correct interpretation of what constitutes beauty in the fair sex.

Various valuable contributions, on scientific subjects appear in the 'Comptes Rendus," including descriptions of the *Atmordynamic* (warning of fires and inundations); the *Hydroscope* (water-guage); the *Thermoscope*(heat-guage); the *Singing Pyrophone* of Kastner; Ordinary Writing, with its relation to Myopia; and an interesting article from the pen of Mons. F. de Lesseps, on Steam and the gradual improvements in its application as a motive power. Sundry miscellanies close this very interesting number of the *Comptes-Rendus de L'Athenee Louisianais.*

The "School Herald," of November 15th, contains the History of the World from November 1st, to 15th, from which we extract the following heart-rending account:

"From Ashantee comes news of a frightful massacre—200 young girls murdered by the King, to use their blood for mixing the mortar needed to repair the State buildings!" The blood of these martyrs must ever cry aloud for Missionaries who can avenge them by spreading the knowledge of Humanity and Civilization among the benighted Ashantees

We are indebted to the Hon. Commissioner of Education, Washington City, for Circular of Information No. 2, 1881, containing the "Proceedings of the National Educational Association at its meeting at New York, February 8th-20th, 1881, with the two valuable accompanying pamphlets on the "Discipline of the School," and on "Education and Crime." We trust that, on some future occasion, we may be able to quote from these instructive documents, secured to school officers and teachers by the energy and the ability of the Hon. Commissioner.

"Our Little Ones," published by the Russell Publishing Co., Boston, Mass., is one of the best Magazines which we have seen for the little folks at home. The reading matter is simple and healthful—the illustrations are numerous and in excellent taste. The November number could scarcely fail in giving entertainment and, quite probably, would aid in giving young inquirers a start in the right direction. Parents anxious for the amusement and instruction of the young children will appreciate a Magazine which meets both these ends.

Treasury of General Knowledge, published by Van Antwerp, Bragg & Co., Cincinnati and New York. This book was prepared by its author, Miss Doerner, a teacher in the Cincinnati public schools, for the instruction of her classes in matters of general information not contained in the regular curriculum of study The formation and use of a note-book of this character, by a teacher, for the instruction of her pupils, is, of itself, an admirable suggestion for the imitation of other persons similarly employed The range of subjects for which the questions are framed is well selected to meet the object in view. Complaint is sometimes made that young people, when leaving school, are ignorant of matters not connected with their text-books, and this "Treasury of General Knowledge" is intended to meet such objections. It is a very useful work of 204 pages and School Boards, who have the money would do well to furnish each teacher with a copy.

From J. C. Eyrich, Canal Street. *Garfield's Words:* published by Houghton, Mifflin & Co., Boston, Mass.

Isolated passages from the writings of public men are not always safe indications of the intellectual scope and literary attainments of their authors, but they serve, as in this instance, to indicate, in some degree, the versatility of the attainments of a mind which could flash its light upon many different subjects—political, social, and literary.

We are indebted to B. R Forman, Esq., for valuable circulars and pamphlets, issued by "The Society for Political Education." One of these pamphlets is entitled, "What is a Bank?" "What Service Does a Bank Per-

form?" A lecture given before the Finance Club, of Harvard University, March, 1880, by Edward Atkinson The familiar principles of mercantile transactions are clearly explained. "The Provision for Higher Instruction in Subjects Bearing Directy upon Public Affairs," by Hon. Andrew D. White, L. L D., is a lucid and exhaustive argument in favor of the political training of young men in our Colleges and Universities. The position of the distinguished author as a Commissioner to the Paris Universal Exposition, 1878, and his acquaintance with the leading institutions of learning in Europe and this country, have enabled him to note intelligently the changes which have taken place in public sentiment, and to urge with great force the demand of the present age for political education as a distinct branch of instruction in the High Schools and Colleges of this country. After reading the masterly essay of Dr White, a thoughtful person cannot fail to be impressed with the importance of the subject and its practical relations to the interests of the individual, the occupations of society, and the destinies of the country. The demand for a higher political training in those who are, by reason of their education and social position, to become the leaders of opinion and public affairs, comes from the press and the pulpit, from the halls of legislation, and from the people at large. The want of such training is seriously felt in all parts of the country. The author shows how that want may be supplied and the beneficial results which would follow. He reviews the various objections which might be urged and shows clearly how those objections can be met—and closes with an earnest hope that other names may be added to the illustrious roll of benefactors who have endowed our great institutions of learning—successors who will "furnish the means for an institution worthy of our land, in history, political and social science, and general jurisprudence—in all that directly fits men to advance the nation by taking part in public affairs."

From J. C. Eyrich, Book-seller, Canal St. "Word-Building," for the use of classes in Etymology—by S. S Haldeman, LLD, published by J P. Lippincott & Co, Philadelphia. A very useful little book of 55 pages—with an introductory essay on the formation of the English language, and the whole well adapted for school work in the higher departments of our grammar schools.

We are indebted to Prof. E. J. Edmunds for a copy of La Démocratie Francaise, Sept. 15, also, for Nos. 7 and 8, Tome VIII, of Revue Pédagogique, publiée avec la collaboration de membres de l'Institut, professeurs et inspecteurs de l'enseignement public, directeurs d'ecoles normales et institutions libres, Directeur M. Hippolite Cocheris, Inspecteur general de l'instruction publique. This is a very interesting publication of great value to teachers reading French.

THE GREATEST LIVING Authors, such as Prof. Max Muller, Rt. Hon W. E. Gladstone, Jas. A. Froude, Prof. Huxley R. A. Proctor, Edw. A. Freeman, Prof. Tyndall, Dr. W. B. Carpenter, Frances Power Cobbe, Prof. Goldwin Smith, The Duke of Argyll, Wm. Black, Miss Thackeray, Mrs. Mulock-Craik, Geo. MacDonald, Mrs. Oliphant, Jean Ingelow, Thos. Hardy, Matthew Arnold, W. H. Mallock, W. W. Story, Tourgenieff, Ruskin, Tennyson, Browning, and many others are represented in the pages of

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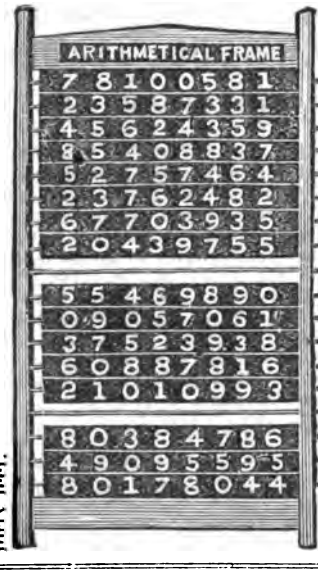

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Legislative Education in Louisiana

No. VIII.

Resuming our sketch of this subject, with the year 1842, we find that, on the 6th January, the Legislature repealed an Act of previous date, requiring the West Baton Rouge Academy to be established within three-fourths of a mile of the plantation of Narcisse Landry. A week later, January 12th, Act No. 13 incorporated the "Highland Institute," of East Baton Rouge, located on the highlands, about six miles from the City of Baton Rouge. February 28th Act No. 66 incorporated the "Vermillionville Academy," with Jos. Béraud, Esq., and other citizens, as Trustees, and appropriated funds to carry out the Act passed 28th January, 1840. The fourth section of the same Act incorporated the "Cottage Hill Male and Female Academy," of Natchitoches, with Wm. Hunter, Esq., and others as corporators; this Institution to enjoy the same privileges, etc., as the Vermilionville Academy.

Acts Nos. 67 and 68 afford a pleasing illustration of the benevolence of the statesmen of 1842, in their incorporation of the "Howard Association," and of the "Shamrock Benevolent;" and, somewhat later, March 2d, Act 79 evinced their encouragement of the improvement of the community of New Orleans, by a system of popular lectures, in their creation of the "People's Lyceum," with such corporators as John C. Larue, Thos. J. Durant, T. W. Collens, John Burdett, Gaston Vogelgsang, Andrew Daly, Martin Gordon, Jr., Geo. W. Reeder, Dennis McAffee, John D. Townsend, George Beltner, Joseph Carrigan, Thomas May, T. S. Conklin, and John G. Blair,—faithful citizens, who labored assiduously in furtherance of the Act.

Proceeding in our pleasurable review of records of the past, we find that Act No. 84, of March 3d, 1842, incorporated the "East Feliciana Lyceum," at Clinton, with corporators among whom stands prominent the Hon. G. W. Munday, still happily alive, and an honored representative of Feliciana in the present General Assembly of Louisiana. Act 94, of March 7th, recognized the valuable services of Messrs. C. G. Forshey, W. M. Carpenter, and V. Trastour, in making a geological survey of the State, and directed the printing of their reports and the deposit of their maps, manuscripts, and specimens in the State Library—a pleasing tribute to the science of the day. Later, on March 16th, Act 117 authorized the Police Jury of Ascension Parish to sell the buildings in Donaldsonville, known as the State House; and it wisely applied *the proceeds of the sale exclusively to the purposes of public education.* Act No. 121, of the same date, incorporated a Female School Society, at Plaquemine, Parish of Iberville, in charge of Messrs. L. Labauve, Paul Dupuy, J. L. Dardenne, and others.

Towards instructing the public mind

of the State, Act No. 144, of March 22d, directed the distribution of Bullard and Curry's Digest of Statute Laws, and Robinson's Digest of Penal Laws—books of great value to all cultured minds of the commonwealth.

Act No. 155, of March 26th, 1852, retrenching the expenses of the State Government, betrays a wise alarm, and yet a manly resolve in the minds of our Statesmen; for, while the *fifth* section repealed, after 1st July, 1843, all Acts or parts of Acts making appropriations for the support of Colleges, Academies, Institutions, Seminaries, or Schools, it also judiciously provided, that "hereafter, whenever the Parish Judge and a majority of the members of the Police Jury should certify to the Governor that a sum not exceeding $400, nor less than $200, had been assessed in the Parish for the support of the Common Schools therein, the Governor should authorize the State Treasurer to pay a sum double the amount so assessed, to the Parish Judge of said Parish, on his own warrant, to be applied to the same object every year, said Parish Judge, *ex-officio* President of the Board of Administrators of Common Schools, being required to report to the Secretary of State under a penalty of from $200 to $500.

Section 6th, of the same Act, empowered the Police Jury of each rural Parish to lay such taxes as they deemed necessary for the support of public schools, and to make all necessary regulations—said taxes to be equally assessed on real, personal, and any other property that the Jury should designate; but no individual was to be assessed annually, for the support of schools, for a sum exceeding one-half part of his annual State tax.

Section 7th, limited the amount to New Orleans, for primary schools, to $7,500 *per annum.* (See Act of 16th February, 1841, in December number of this journal). Lafayette and Jefferson, separately, and St. Bernard and Orleans (Right Bank) were to be benefited by the sixth section.

Section 8th allowed the following amounts, for and during two years, to Colleges, as follows:

To the Louisiana College.....	$10,000
To the Franklin College.....	5,000
To the Baton Rouge College....	3,000

The legislation of the year 1842, on the subject of education, was closed on the 26th March, in Act 182, entitled "Act for the relief of College of Jefferson," in which it was provided that, out of the $15,000 appropriated annually, for ten years, by the 2d section of the Act of March 31, 1835, the sum of $10,000 should be paid annually until the 31st December, 1845, and no longer. It was further provided that "no director should ever be entitled to more than one vote, and that no vote should ever be given by proxy," and, in vindication of an essential principle, our statesmen enacted "that the College, or its President, should *no longer require of indigent children sent to the Institution, a silver cup and other articles which are required from those whose expenses were paid for by their parents.!*"

The appropriations made and paid, in 1842, for the advancement of education, were as follows:

For the Public Schools.....	$15,668 05
For the College of Louisiana.	1,250 00
For the College of Jefferson.	3,750 00
For the College of Baton Rouge.....	1,500 00
For the College of Alexandria	583 33
For the Greensburg Female Academy.....	1,875 00
For the Clinton Female Academy.....	250 00
For Teaching Indigent Children near Calcasieu.....	200 00
For the Union Male Academy.....	1,500 00

For the Johnson Female Academy.....	250 00
For the Poydras Academy...	750 00
Eor the Minden Seminary...	500 00
For the Springfield Institute..	2,100 00
For the Plaquemine Academy	1,205 00
For the Franklin Academy..	2,125 00
	$33,506 38

Thus, by slow processes, but, with increasing sagacity, were our statesmen of 1842, mastering the difficulties encountered by them in providing educational facilities for the people, preparatory to their discernment of the great truth, that elementary instruction was the essential basis of success in collegiate instruction, and that a liberal system of free public schools was the great need of the commonwealth.

Pessimism.

Pessimists have existed in all periods of the world's history. They are to be found in science and philosophy, art and literature, in the iron age as in the golden age. Republics, with their undeveloped probabilities, and their sombre back-ground of historic possibilities, afford a fruitful field for gloomy speculation. Seen through the lens of dismal forebodings, there are dark lines across the spectrum of our free institutions. Universal suffrage tends to corrupt the ballot box; to elevate the mere politician above the statesman; to offer, at public sale, our high places of honor and trust to be scrambled for by greedy avarice or selfish ambition; to imperil the destinies of the country under the reign of a clamorous mob.

Illiteracy, with its attendant vices, throws its baleful influence over large numbers of our population and threatens to spread farther and wider, until ignorance shall become the dividing line between great sets and classes of our people.

The trial by jury, so long esteemed as one of the battle cries of freedom, is becoming an object of distrust, an instrument of oppression; often unreliable to promote the ends of justice, and, not unfrequently, shielding the most depraved criminal from the just anger of an outraged law. As an institution which depends for its success upon the calmest reason, the strictest virtue, and the most impartial judgment of men, it is always exposed to the danger of failure from the inherent imperfections of human character and may, through unscrupulous agencies, become a travesty on human justice.

Labor, plodding in the mines and the factories, ranging its forces by thousands upon thousands, in cliques, parties, societies and associations—is stirred by the breath of communism, and is ready, upon the slightest provocation, to throw itself in hostility to capital—with ranks constantly augmented by the immigration from the old world, with the cries of hunger and riot still ringing in the ear, with fretful impatience contemplating the luxuries of the rich and the unsatisfying wages of ceaseless toil, the atmosphere is darkening with the clouds of the gathering storm.

The accumulation of vast wealth in the hands of a few, the flauntings of luxury in the face of poverty, the growing extravagance of our great moneyed centres—these things are tending rapidly to a centralization the most dangerous to the perpetuity of our free institutions. The equilibrium of society is disturbed. Wealth increases with geometrical progression, while poverty struggles with increasing difficulty against the tightening grasp of want and despair.

Such are some of the views of the American pessimist. We do not say

that they are sound views of the present condition of the country or that they are prophetic utterances of the future. On the contrary, we have more hopeful anticipations of the destiny of the country, and believe that under the direction of a Divine Providence the evils most dreaded will be successfully met when the crisis may arise. Storms may come in the future, as they came in the past, but when the clouds have spent their fury there will be a clearer sky, with the sun to glow by day and the stars to shine by night upon the brighter destiny of the republic.

One great mission for the people, rich or poor, high or low, is to stand by the traditions of the fathers and preserve the very spirit and essence of free institutions. Intelligence, patriotism, morality, true religion, must be fostered. Public education must be encouraged. Every dreaded evil finds its antidote in the spread of intellectual and moral forces. "We must educate or we perish," is the utterance of a man of clear intellect and far-reaching sagacity. It presents an alternative of good or evil, of weal or woe. It is a note of warning as well as an inspiration for action. It calls for aggressive movement. It demands that all men who love their country, and who desire to transmit to their posterity the blessings of pure homes, social happiness, and the enjoyment of political and religious freedom, should array themselves against all the vices which flourish with the spread of ignorance. Each generation must fight the battle for itself, and for the generations which are to come after it. To do something which shall elevate humanity through the individual and through the masses—*that* is an ever-present responsibility which cannot be relegated to the future. It is a duty laid upon the hands of the humblest worker, and it stamps the thought of the grandest intellect. To elevate humanity, in the thinking and the acting, in its power to enjoy and to communicate the blessings of intelligence, and pure morality, and true religion, this is the inspiration and the conclusion of the work of education. The earnest purpose, the persistent effort, and the patient waiting, are needful for human discipline, but Truth and Courage dispel all gloomy doubts and fears, though they rest, like dark clouds upon the future of the country. Beyond the night the sun is shining.

Reform in Schools.

In the last number of this Journal allusion was made to the report of the Special Committee appointed by the Citizens' Association of Chicago to consider the condition of public education in that city. We have recently received a copy of that report and have given careful attention to its perusal. As a basis of inquiry the following questions were submitted to the Committee:

First. Is it the duty of the State to furnish free education, supported by taxation? and, if yes, how far should the child be educated, as to age and kind of study? and should such education be compulsory? and, if compulsory, should there be a limitation of time each year?

Second. A. Is the system of education, as practiced in our public schools, the best that can be had under existing circumstances? Let the answer embrace all branches of the subject, including primary, grammar, high, and normal schools, also limited and graded education.

B. Should not our education above the primary be devoted to teaching the useful arts, which will enable the pupil to earn a living, rather than to instruc-

tion in the dead languages, or what may be termed, for the purpose of this inquiry, ornamental learning?

Third. Are the majority of those who graduate from our high schools the children of parents who are able to pay for education?

Fourth. What modifications of the present system, as practiced in this city, are desirable? Let the answer embrace a view of the subject in its financial and political bearings, its relation to taxation, and the emoluments of the staff and teachers.

Fifth. What course would you recommend to obtain the modifications and reforms? Is legislation on the subject needed?

As regards the duty of the State to furnish free education, the committee very properly state that public schools are the life of the nation, and it is too late to discuss the question That it is raised at all and pressed by persons of intelligence, indicates that something is lacking in our present system.

Four propositions are then stated:

1. That the method of teaching is not what it should be and must in time become.

2. There is no attention given to direct moral and religious training.

3. There is very little attention given to physical training.

4. There is an absence of practical training, the training of the hands and eyes, which would enable those leaving the schools to become useful and productive immediately in some manufacturing or industrial art.

It does not appear how the Committee became aware of these defects. We look in vain for the results of a critical and exhaustive examination of the conditions of the schools which would warrant conclusions so clear, explicit and damaging. The famous article of Charles Francis Adams, Jr., "Scientific School Education," published in Harpers' Magazine, November, 1880, is cited, as proving that the public schools of Massachusetts and of the country generally are not what they should be. Mr. Adams is a man of high social position and of great intellectual culture, but the discussion which grew out of his criticisms revealed the fact that however great, socially and intellectually Mr. Adams might be, he was not infallible, and was not possesed of the collected wisdom of the world upon public school instruction. We cannot see what practical bearing upon the work of the Committee, as relating to the Chicago schools, can be gained by lengthy quotations from the strictures of Mr. Adams upon the school system of Massachusetts, even supposing those strictures to be unanswerable, as they are not.

The Committee come nearer to their work when quoting from certain text books, to show that the language employed in the statement of rules of Arithmetic and Grammar, is beyond the comprehension of the pupil. School books are sometimes liable to such objection, though the tendency appears to be to simplify the language and otherwise improve the books placed in our schools. The report would have been more satisfactory if it had stated to what extent, the children were required to memorize the objectionable language, and to what extent they failed to comprehend the meaning of the author.

In the matter of the absence of moral and religious training in the schools of Chicago, we are furnished with some excellent quotations from distinguished authorities to prove the value of moral and religious elements of education—concern ing which there can be no discussion–ex-

cept as to the question how far such instruction should be incorporated within the limits of public school work. The discussion of the subject is entirely general, and has no special relation to the public schools of Chicago—except in one particular. In a few sentences the condition of society in that city is described with fearful particularity. "The evil of drunkenness is frightful here at this time, and so is its sister sin unchastity. Your Committee are informed that there are on the north side in this city, saloons which are supported mainly by children coming out of one of our leading public schools, and that there are saloons and gaming places frequented largely by the young of both sexes, with consequences too frightful to contemplate," etc.

Statements of that character are of fearful importance. If true, something more is needed than a committee to investigate methods of instruction. If not true, a great wrong has been done to public education in that city, for it is difficult to imagine how schools can be properly directed and tolerate the existence of evils so momentous.

The report quotes largely from writers on Technology, from laws relative to industrial education in Europe and this country, to show the necessity of combining instruction in mechanical arts with the public school course. The conclusion of the Committee upon this subject may be learned from the following language :

"We have already expressed our strong opinion that instruction in the useful arts and trades should form a part of our regular common school system throughout, but we are not prepared to say that the present course of instruction in our high schools should be wholly given up to make room for this industrial training. On the contrary we think that it would be unwise to do this. The high schools are certainly of great value, They act as a powerful stimulus to the lower schools, and indeed form a very important part of the whole system of education. True, only a few of the whole number of pupils in the lower grades go through the high schools, but these few are undoubtedly the very ones who are fitted to profit by the higher education, and ought to have it, and, moreover, the influence of the high school is felt in the lower schools, even by those who never enter it. We think, however, that there should be very complete opportunity given for instruction in the higher branches of the industrial arts, to supplement the teachings in these arts given in the lower schools, perhaps as a separate course in the high schools, or, better yet, in a separate building altogether, and that children, or their parents for them, should be allowed to follow this course of training altogether if they so desire. There is also a controlling reason why our present high school system should not at present be given up or changed materially, and that is because most of our teachers in the schools come from the high school, and that school, therefore, answers the purpose of a *Normal School*, and is, in this way, a highly economical and even necessary adjunct of the school system."

As to the question whether a majority of the pupils graduating from the high school are the children of parents who are able to pay for education, the Committee report that this is true of many of the pupils, but that this makes very little difference as to the principle which supports the high schools. The high school being a necessity it should be maintained, no matter whether it be mostly patronized by the children of the rich, or the poor, or the middle class.

We have given so much attention to this report, because it has attracted public notice, and has been spoken of as a severe arraignment of public school education. The reader will find in it some valuable information upon educational questions—but, with the ex-

ception of one or two particulars, it contains nothing that has not been said by others, and its theories are not sustained by any communicated results of personal investigation. Public schools can stand many such reports without being injured by them. On the leading points presented to the Committee for its investigation, such as the kind of moral and religious training, and the introduction of mechanical arts, as parts of the curriculum of the high and grammar schools, there has been in the past, as there doubtless will be in the future, a wide difference of opinion upon such matters. The argument of those writers who differ from the views and conclusions of the Chicago Committee, as to the proper scope of public school instruction, seems to us to be equally sound and weighty, and very generally to be founded upon a more familiar acquaintance with the workings of our public school system, and its influence upon the industries and conditions of American society.

President Arthur on Education.

The new President, in his message to Congress, takes broad national ground upon the subject of public education. Among his recommendations upon the subject, is one to set aside the public lands for educational purposes, and appropriate the proceeds of the sales to a distribution among the several States upon the basis of illiteracy. For several years past, prominent educators throughout the country have been urging this measure upon the attention of State Legislatures and representatives in Congress. As the Southern States, by reason of the large colored population to be educated, would receive a large share of benefit from the proposed method of distribution, the sanction of the Northern States is needed to give any degree of encouragement to the measure, and the recommendation comes with force and propriety from the President of the United States—a Northern man, and a Republican—but in this matter wisely regarding the interests of the whole country. The proceeds of the sales of the public lands, turned over to the several States, to be applied to the aid of public education, as the several legislatures may direct, would give material aid in the great contest which is to be waged against illiteracy. It is difficult to see how it is possible to meet the requirements of public education without aid of this sort. The financial ability of the State is strained to the utmost to accomplish even the partial results of educating those classes of the population who voluntarily seek education upon a conviction of the benefits which it can bring to them and their children. Very generally those who do not care for education are left to the free enjoyment of their ignorance. The time is not far distant when the question of compulsory education will be forced upon the attention of local and general governments—as never before. Three of the States Connecticnt, Massachusetts, and New York, are trying compulsory education, with satisfactory results. Other States are considering the subject—and it is evidently one of those questions which is moving forward and not backward. The Southern States cannot afford to be indifferent upon a question of so much importance, but unfortunately the financial condition of many of them will not admit of the enlarged operations and increased expenditures which must result from an honest effort to carry out the compulsory education of all classes. Such States are in a condition to welcome the assistance which may be needed to ensure their own safety and prosperity, and to contribute to the safety and prosperity of the whole country.

The Peabody Education Gift.

In a telegram of December 3d, from Washington City to the New Orleans Picayune of December 4th, 1881, we find the following extraordinary paragraph :

"The manner and style of his (Mr. Tulane's) donation compares favorably with that of the more *pretentious* bequest of Mr. Peabody, who, in naming his trustees for a Southern educational fund, named a majority of them *from the North*, as if *unwilling fully to trust the South in the matter.*"

This wholly *unnecessary* allusion to the Peabody bequest betrays the ignorance and sectionalism of the author of this paragraph : and we have but to consult Mr. Peabody's language, and the proceedings of his enlightened Board of Trustees, to show how *grossly unjust* are the *expressions* used in the telegram.

Mr. George Peabody was a native of the North, yea, of Massachusetts—of New England—the extreme Northern portion of our Union; yet, with equal modesty and large-heartedness, he penned, in 1867, when the prejudices engendered by a long and bitter war had not yet been buried, either in the North or in the South, these memorable and noble words, addressed to the Hon. Robert C. Winthrop and his associates of the Board of Trustees :

"Gentlemen : I beg to address you on a subject which occupied my mind *long before I left England*, and in regard to which one at least of you (the distinguished and valued friend to whom I am so much indebted for cordial sympathy, careful consideration, and wise counsel in this matter,) will remember that I consulted him *immediately upon my arrival in May last.*

"I refer to the *educational needs of those portions of our beloved and common country which have suffered from the destructive ravages, and the not less disastrous consequences, of civil war.*

"With my advancing years, my attachment to my native land has but become more devoted. My hope and faith in its successful and glorious future, have grown brighter and stronger, and now, looking forward beyond my stay on earth, as may be permitted to one who has passed the limit of three score and ten years, I see our country, united and prosperous, emerging from the clouds which still surround her, taking a higher rank among the nations, and becoming richer and more powerful than ever before.

"But to make her prosperity more than superficial, *her moral and intellectual development should keep pace with her national growth*, and, in those portions of our nation to which I have referred, the *urgent and pressing physical needs of an almost impoverished people must, for some years, preclude them from making, by unaided effort, such advances in education*, and such progress in the diffusion of knowledge, among all classes, *as every lover of his country must earnestly desire.*

"I feel most deeply, therefore, that it is the *duty* and privilege of the *more favored and wealthy* portions of our nation to assist those who are *less fortunate;* and, with the wish to discharge, so far as *I may be able, my own responsibility* in this matter, as well as to *gratify my desire to aid those to whom I am bound by so many ties of attachment and regard*, I give to you, gentlemen, most of whom have been my personal and especial friends, the sum of ONE MILLION of dollars,* to be by you and your successors held in trust, and the income thereof used and applied, in your discretion, for the *promotion and encouragement of intellectual, moral, or industrial education, among the young of the more destitute portions of the Southern and Southwestern States of our Union.*"

This language of a genuine philanthrophist, and of a wise benefactor of his kind, is quite sufficient to show to Louisiana and to the entire South, how

* It is known, doubtless, to the entire country, that this amount was increased to more than two millions of dollars.

absurd and shameless it is to characterize such a bequest as *pretentious!*—When reflecting upon the memory of this peerless endower of institutions of learning and benevolence, in his own native land and in England, we cannot but feel, that

"Such graves as his are pilgrim shrines,
Shrines to no code or creed confined,—
The Delphian Vales, the Palestines,
The Meccas of the mind!"

And now for the Board of Trustees appointed by Mr. Peabody, to carry out the details and organization of the noble and sacred trust reposed in them.

His own language, in the bequest, explains that most of them had been his "personal and especial friends;" and certainly this was an excellent reason for his designation of them as dispensers of his benevolence. But, granting that three of these trustees were from Massachusetts; three from New York; one from Pennsylvania, and one from Ohio, with two from the unsectional Army and Navy of the United States; there was certainly nothing in their antecedents to justify an imputation of their integrity; nor did the designation of one from Virginia, one from South Carolina, one from North Carolina, one from Washington City, one from Louisiana, and one from Maryland—all able representative men of the South—indicate more than a noble desire to associate kindred spirits, of the South and the North, in order to soften the asperities engendered by the war, and to enlist the services of *purely disinterested men*, so that, through their union of counsel and sentiment, the best possible plans might be adopted for the advancement of an enlightened and a liberal system of education in the Southern and Southwestern States. And how free from sectional and political bias have been the proceedings of this noble body of men! With what wisdom have they labored to benefit the children and teachers of the entire South, through their patriotic and eloquent General Agents, to whose labors thousands of Southern youth owe their transition, from darkness into light,—from the deepening shadows of ignorance to the glowing aureola of knowledge and civilization! These Trustees and their successors need no extended defense in the Southern States, where their wise dispensation of Mr. Peabody's benevolence has achieved a glory like this; but, repudiating utterly the slur on Mr. Peabody's memory conveyed in the imputation that he seemed "unwilling fully to trust the South in the matter," we may, with justice, affirm, that the Board of Trustees and General Agents of the Peabody Education Fund, have done more, during the last fourteen years, to promote the actual welfare of the Southern States, and to cement the bonds of the American Union, than all the statesmen and politicians of the Republic have been able to effect! They have, indeed, by their justice and liberality towards our Southern and Southwestern States,, illustrated the important truth, that

"Beneath the rule of men entirely great,
The pen is mightier than the sword."

One Million for Education.

Dispatches from Washington to the New Orleans Picayune, have conveyed the agreeable information, that Mr. Paul Tulane, a former resident and a large property holder of this city—distinguished through a long life for his liberality and public spirit—proposes to donate property worth one million of dollars for the advancement of education in the City of New Orleans. It has been announced that the administration of

this fund is to be entrusted to a Board of Trustees, upon the plan of the noble Peabody bequest. Full particulars are still wanting, but enough has been learned to encourage the belief that a grand benefaction is to give a new impulse to education in this city. In whatever branch of educational work the money may be invested it cannot fail, if properly managed, to exercise the most important influence. Our city is needing help of this kind, in every department of instruction. The public school system has been curtailed and restricted until it has reached the extreme limit of contraction—and, even in this condition, our teachers are compelled, for a part of each year, to abandon all hope of receiving their hard-earned salaries. We need additional primary schools, well supplied with skillful teachers and with improved apparatus for aid in instruction. Hundreds and thousands of children are growing up without school privileges, who could be reached, if our educational work could be enlarged to meet their wants. Industrial schools are needed to train the hands of boys and girls to the direction of useful and profitable labor. Evening schools, in a large city, accomplish an important work in a direction entirely different from that of the day school. This fruitful and interesting field of labor is entirely unoccupied, as there is not a single public evening school in this city. The distribution of a large fund through these different channels would greatly enlarge the scope of labor, and would accomplish the most beneficient results to large classes of society and to the general prosperity of the city.

Our wants are quite as pressing in the departments of higher instruction. A well endowed college, in which our young men could obtain the kind of education which they are now compelled to seek elsewhere, would remove a standing reproach from the city. The spasmodic efforts made, from time to time, by our State Legislatures to breathe life into struggling universitses, only serve to show the financial poverty of the State, and the inadequacy of the means employed to secure the desired end. Universi ies can not be establlshed or maintained by scanty appropriations, represented by State warrants, which can be sold only at a heavy discount—leaving professors unpaid and an accumulating debt for necessary supplies. A college, or a university, to be useful and honored, must enjoy a certain degree of freedom from financial straits. The Professors employed therein should be able to give their undivided attention to the advancement of learning, and to the proper instruction of their classes, assured of the punctual and regular payment of their salaries. Departments of scientific research should be furnished with such apparatus as will best aid in successful investigation. An institution of learning thus established, would attract students from abroad—and would greatly add to the reputation of the city.

Important work, also, is yet to be done in the matter of female education. Many good schools exist in the city where our young women receive the elements of a liberal education, and are prepared to adorn their positions in society. These schools fail to accomplish all that is needed in female education. The work done by them needs to be enlarged in many particulars. If they cannot give what is required, students will go, as in the past they have constantly gone, to other more favored sections, for higher courses in science, lit-

erature, and arts. If Mr. Tulane will establish, in this city, a first-class college for the higher education of females, he will accomplish a grand work and win the eternal gratitude of the women of the State.

SUGGESTIONS OF A RURAL JOURNAL.

The able and accomplished editor of "Le Louisianais," of St. James Parish, glows with enthusiasm on the prospect of Mr. Tulane's "consecrating a million of dollars for the encouragement of education in Louisiana," and sustains the New Orleans Bee's suggestion that the bequest be devoted to the maintenance of "a grand college, like those in the North." He expands the suggestion, however, in the following forcible terms;

"Let us rear a college in Louisiana, a grand college, a college in which the instruction will be thorough, and the methods American; in which Louisianians of the poor classes, now so numerous, so worthy of interest, and so deeply interested in the future and the grandeur of their country, may be instructed and enlightened, so as to restore their State to a becoming position, and place her in the rank of those who think, labor, and are proud, who are free and who cannot, therefore, hereafter abandon the path of progress, of justice, and of sovereign and durable commonwealths."

He proceeds:

"It should be well understood, as a truthful interpretation of the intent of the generous donor, that the college shall be that of the people, and that the poorer classes of our communities, so scantily provided with funds for public education, shall have thereto free, if not exclusive, access.

"In other terms, we suggest, briefly, the plan by which such a laic, gratuitous, and liberal college of Louisiana, might be supplied with pupils now and in the future: Let each Parish furnish, from its public schools only, without the competition and favoritism too common among us, two or three pupils for the college. Let these pupils undergo, annually, the examination needed for the prosecution and completion of their studies. It is obvious that such a plan would produce an earnest programme, that the professors would be teachers of incontestable merit, and that the State would have the control and supervision of the new college, so eminently worthy of being named the "Tulane College."

"Such a name—the name of an intelligent millionaire—pertains to him of right, through justice and gratitude!—And before he was a fortunate merchant, was he not a workman—a man of the people and a true laborer? Be assured *experto crede Johanni*—that Paul Tulane is a Frenchman!"

We earnestly commend this humanitarian plan of the "Louisianais" to the "leading citizens of New Orleans and Louisiana," who constitute, or are to constitute, the Board of Trustees charged with administering the liberal bequest of Mr. Tulane.

How to Interest.

Teachers who can bring nothing to the class recitation but the prescribed text book are but poorly supplied for the work of instruction, and must resort to extraordinary measures for awakening the interest of their scholars. Every good teacher will acknowledge the importance of preparation for the daily lesson, and while the measure of that preparation will depend upon the character of the study, yet for every grade of instruction there must needs be thoughtful consideration. Much of the work prescribed for the schools is of a character to awaken attention when properly presented. In the great majority of instances the daily lesson requires to be illustrated and explained by supplemental knowledge. Every new principle in arithmetic should be enforced by examples not found in the text book—and these examples may

have reference to local and familiar surroundings. Examples in grammar may be drawn from the daily experience of the pupils, and will thus acquire a freshness not to be found in the printed text. So with geography, history, and kindred subjects.

If it is not practicable to trust to memory in such matters, the teacher will find it convenient to keep a note book, and make such additions to it, from time to time, as may be gathered by reading, reflection, and experience. Some very useful books have been recently published, which have been prepared from the manuscript notes made by zealous teachers in the course of their professional work. Very few text books of an elementary character fully satisfy the views of an intelligent and experienced teacher. Changes will seem to be desirable in forms of expression, or in amplfication of thoughts and illustrations. A competent teacher should never be handcuffed by servile subjection to any text book, however elaborate and weighty it may be. Some allowance must be made for the exercise of individuality on the part of the teacher, or he becomes, equally with the pupil, the mere echo of borrowed phrases. The aim of the work is to bring the truth to the comprehension of the scholars, so that it may become part and parcel of their mental furniture. To accomplish this there must be something attractive in the form of presenting knowledge, and the teacher aids in this result. To awaken interest in any particular study, because of the truth which exists in it and grows out of it, is a nobler aim than to stimulate the attention by a system of marking lessons, rank in class, or other appeals to ambition and self-esteem. These things may be useful in their way, but there is an entire perversion of their true value, when they become the sole end of study, and the only incentive in the development of the intellectual activities of youth in the school room.

Teachers' Institutes.

There is a prospect of Teachers' Institutes in this State, and the matter is one of great importance, affecting the interests of education in the vital element of improved teaching qualifications. Young and inexperienced teachers require a greater degree of preparation than is contained in the diploma of a literary institute. *That* is very desirable as an indication of scholarship, but ability to acquire knowledge is one thing, and ability to communicate that knowledge so that it may become the property of another, is quite a different thing. Teachers of good sense, of disciplined intellect, of patience, energy and love for the work, without previous experience, when placed in charge of forty or fifty pupils, will in due time control the situation, and may end by becoming thoroughly at home with their work. In the majority of instances, however, the knowledge which the teacher acquires in school management is at the expense of the pupils. They are the innocent victims of experiments and precedents often resulting in failure. Hence the importance of aiding young teachers with the counsel of more experienced workers, and with a knowlsdge of methods to be used in the management of classes and imparting instruction.

Institutes for teachers are being held in nearly every State of the Union, and have become an established feature in public school work. They serve not only to add to the efficiency of the teacher, as a worker, but to increase professional spirit, and to advance public sentiment upon the general subject of education. In some of our Southern States, considerable enthusiasm has been awakened among teachers, and a decided impulse given to the schools by these Institutes.

The movement in this instance is aided by the noble Peabody fund. We have been kindly furnished by State Superintendent Fay with the following extract from Dr. Curry's letter upon the subject:

* * * "The Trustees of the Peabody Education Fund would be glad to aid Teachers' Institutes and Public Schools.

"The Institutes, if aided, must be conducted by trained experts, and the instruction, not too brief, must be adapted to the teachers of public schools. The teachers of teachers should have attained high professional excellence. The Schools must comply substantially with the requirements of the enclosed circulars. I respectfully ask your judgment and co-operation in the expenditure of some Two Thousand Dollars.

"The Trustees desire to aid in the establishment of a permanent and an effective public school system. Every dollar given has this object in view."

The Jeannette.

More than two years ago the Jeannette left San Francisco, passed through Behring s Straits, and sailing in a Northwestern direction, sought to penetrate the unexplored Arctic regions. The gates of ice opened to receive the fated vessel, then closed upon it and shut it out from the knowledge of the rest of the world. For many months past the fate of the officers and crew has been a matter of interest to the whole civilized world. An expedition was sent by the government to search for them and was unsuccessful. Men who had visited the Arctic regions, or were possessed of any extended knowledge upon the subject, felt called upon to express an opinion as to course of the vessel and the fate of its crew. Such information as could be gathered from time to time concerning the character of the season, the condition of the ice, and the like, were eagerly sought after and made the basis of some new theory. Every thing was conjecture. The mysterious silence which enveloped the vessel was broken at last, in this country, on the 20th of December, when news came that the Captain and a portion of the crew had arrived at the mouth of the Lena river, Siberia, September 19th. The Jeannette wss crushed in the ice, June 11th, in lattitude 77°, longitude 157°, and the crew had embarked in three boats. Two of these boats arrived in safety, though buffeted by storms, the men half-starved, frost-bitten, having experienced sufferings such as are known only to those who grapple with the terrors of an Arctic season. It is a repetition of the old story, beginning with the lamented Sir John Franklin, only relieved from its horrors by the final safety of the boats and their inmates after three months of fearful struggle against the elements.

The detailed narrative of this expedition will be received with profound interest. Capt. DeLong and his surviving associates will be the heroes of the day, and will be received with pæons of praise. May nothing be detracted from the heroism of their struggles or from the sympathy due for their sufferings! Before the interest connected with their adventures and marvellous escape has died, there will be, doubtless, another polar expedition started and equipped by somebody who has the money to expend, and eagerly embraced by hardy men, willing to risk their lives for the adventure. So long as those who seek the North pole are beaten back by physical obstacles there will be Arctic expeditions. It is vain to say that nothing of value to science, or of practical use to humanity, is to be gained by the loss of money and the risk of life. The

work must be done. It is not in human nature to cry "vanquished," before any unsolved problem requiring pluck, endurance, or ingenuity, however baffled for a time by adverse elements and repeated failures. The Northern Hemisphere has undertaken the job, and will not be satisfied until the extreme degree, minute and second, of latitude has been reached. Then the world will breathe more easily and settle down, with a smile of complacency, to enjoy the triumph of victory. Then it will be in order to look after the Southern polar circle—and so until the last vexed question in physical geography has been settled to the satisfaction of scientific progressive humanity.

Oregon.

The "Resources of Oregon and Washington," Vol. IV., No. 1, for November, 1881, published at Portland Oregon, has been received and read with much interest. It contains an excellent colored map, and much interesting information concerning that section of the Northwest. The scenery of the Columbia river is described as being grand and beautiful. Near The Dallas, the Capital of Wasco County, Oregon—is a great natural curiosity–a phenominal mountain which rests upon a foundation of ice. The question "how the mountain got on top of the ice, or the ice under the mountain,"—has never been satisfactorily explained. "The theory which obtains the most credit, is that away back in the ages when fearful and wonderful things were done by nature, a severe and unequaled winter froze the water which rushed through the gulleys and down the sides of Shell Rock—the name given to the phenomenal hill or mountain—and sank deep in the debris which then, as now, was loose and sensitive. For ages and ages this water had rushed down and soaked into the mountain, and hence the cold penetrating to the very centre of the hill, found elements there in plenty which it could congeal and turn to ice. The returning springs which, since that time, the decades and centuries have brought with them, have not been powerful enough to affect the icy current in the least degree, and even the hot suns of the thousand and one burning midsummers which since then have blazed on Shell Rock, have been enable to undo the work of that severe winter, and the mountain still rests on a mass of ice. This theory is good enough in its way, but not sufficient in its general conclusions to satisfy. The ice, instead of being mixed in with rock and dirt, is separate and by itself, and partakes more of the nature of a foundation than of a cementing element."

Among other natural curiosities of Wasco County, is mentioned "a mountain which is sliding into the Columbia at the rate of two feet a year."

"A ride up the Columbia from Portland to The Dallas affords a wonderful amount of real pleasure to sight-seekers and lovers of nature in the most rugged form. Those who have not taken it have a treat before them, which the Kings and Queens of Europe cannot enjoy in their domains."

"The Columbia river usually freezes over once or twice during December and January, but never remains locked up for any length of time, as the "Chinook winds," blowing from the sea, are so warm that they melt the snow and ice in a remarkably short space of time, and keeps the river open and the hills snowless. It is on account of these "Chinook winds," that herders do not consider it necessary to provide shelter for their cattle and horses during the winter season. When the "blizzards" —the east winds—blow, and the mighty river is locked in an embrace of ice, and the hills buried in deep snow, they ex-

press little concern for their herds, as the blessed "Chinook" is sure to come on the wings of mercy and drive the hoar frosts and Boreas away and, bring the grass once again to the mouths of the starving sheep, cattle and horses."

We have made the above extracts from the interesting Journal on the "Resources of Oregon and Washington," under the impression that our teachers of Geography might find them useful in adding to the interest of the class recitation on this part of our country.

Our Public Libraries.

The Board of Administrators of the University of Louisiana, Academic Department, will succeed, doubtless, in obtaining control of the Fisk Library. The library will be benefitted by the change. New life will be thrown into it by the energy, learning, and public spirit of the Administrators. There is an annual revenue of about $1,200, which can be invested in the purchase of new books, and in increasing the usefulness of the institution. It will also prove an additional element of strength to the University, by furnishing books for reference and facilities of instruction to its students in the higher walks of learning, The heirs of the donor have expressed their desire that this disposition should be made of the property—and in view of this fact, the Mechanics' Institute which, for some years past, has had charge of the library, has withdrawn all appropriations to the transfer.

The Public School Library, also, is to be re-established, under a Board of Directors, representing the interest of the public schools, and the desire of the Philomathean Society to aid in promoting the efficiency of the library. The history of the Lyceum Library is briefly as follows: In 1843, soon after the establishment of public schools in the second municipality, a number of gentlemen interested in that movement, formed the design of connecting with the schools a public library which should aid both teachers and pupils, and form a part of the educational movements of the city. About 300 volumes were collected for this purpose. In December, 1844, the city passed an ordinance, establishing the Public School Library and Lyceum Society. The library rapidly increased under the management of the Board of School Directors; the selection of suitable books, and the literary movements of the society being largely aided by the personal exertions and ripe scholarship of its warm and steadfast friend, Mr. N. R. Jennings, who, for a number of years, was chairman of the committee on this department of public school interests. The revenues of the society were derived from the sale of monthly tickets and life memberships, from the proceeds of scientific and literary lectures given in Lyceum Hall—from the donations of public spirited citizens. John McDonogh gave a thousand dollars to aid the objects of the library. The receipts of the library were sufficient to pay all its current expenses, and to make such additions to the books as increased its popularity and usefulness. The example set by the second municipality was followed by the others, and in 1862, when the schools were consolidated, the four district libraries were merged into one. The library suffered the fortunes of war in the loss of many valuable books. In 1866, the city took possession of the Library and Lyceum Society—converted Lyceum Hall into offices for the Administrators of the City Government, and changed the name of the library from Lyceum Society to City Library. Since that time there has been but little interest mani-

fested in its condition. The changes which we understand are to be made in its administration, will doubtless be advantageous, by reviving an interest in its condition, in the schools and the community.

Compliments of the Season.

If not too late to join the great throng of well-wishers who, during the happy Christmas days, utter kind words and entertain kind thoughts for mankind in general, and their friends in particular, we extend to the readers of this Journal our earnest wishes for their happiness and prosperity. May the new year upon which we have entered bring to them peace and comfort in their families, contentment and joy in their own hearts, and success in every laudable enterprise! May the good which they do to others be returned with interest to themselves! May the end of it find us all nearer to the Right and further from the Wrong—in thought, word and act!

The Three Chimes.

BY RICHARD ATKINSON.

The bells are ringing across the snow—
Across the snow in the Christmas eve;
Now wild and sweet, now faint and low.
This song the voices weave.

We sing a requiem, sad and slow,
To the sainted rest of days of yore;
For men must come, and men must go
In the quick years evermore.

We ring a chime—and a happy chime—
To the troubled hearts of men that be,
As came a voice of olden tiine,
On the shore of Galilee.

But fair of all is the last sweet chime—
We ring of the years and years to be
Ere cometh the golden harvest-time
Of immortality!

Practical Department.

EXCERPTA FROM THE COURSE OF LECTURES DELIVERED BY PROF. ALEX. DIMITRY, LL. D., IN 1872, BEFORE THE STUDENTS OF THE PEABODY NORMAL SEMINARY.

DEVELOPMENT OF THE SENSE OF DUTY IN THE MINDS OF PUPILS.

In assisting the young to guard inviolate the treasure of innocence—in leading their material tendencies into the pathways of right, and in inspiring them wtth noble sentiments and generous affections, you will have done much "to mould their hearts to virtue's sway." Still we must take one step beyond this—an essential step—fully to instruct them into a knowledge of self—which is conscience, the highest of the moral faculties and the exclusive privilege of our species. Conscience is that warning voice which admonishes us, in all the ordinary exigencies of life, to discriminate between evil and good, and reveals to us the holy authority of duty, and the binding necessity of its observance. The wisdom of the Maker has decreed that, in his conscience, man should find his own regulator and judge at once. He merits or demerits, according to his obedience to its dictates, and he is rewarded by the inner approval, or visited by the avenging remorse.

From the very cradle is man endowed with this admirable monitor. It may, indeed, and I admit it, be blurred by systematic mis-training and mis-guidance; but it never can be wholly the work of art, because it ranks among the primitive laws of our nature. It is an inherent characteristic of our humanity, which, though it be slowly awakened and insensibly revealed, is destined, sooner or later, to assert its influence over the thoughts and actions of man. Hence the error of those, who, looking superficially at the more tender periods of childhood, imagine that. unfitted as yet for the sense of duty, it is exclusively guided by the power of imitation or the voice of authority.

Attracted by a variety of outside objects—urged along by the earlier im-

pressions which they may receive—impatient of restraint—wild for activity—thirsting for new and varied emotions—children may seem to be entirely free from the check of this normal law of all the moralities of life. Yet, follow them attentively—watch them closely, even in the exuberance of their seemingly unregulated feelings; and you will soon find that they gradually recede into self-recollection, and, in their own peculiar way, which may escape our analysis, acknowledge the sense of having done the wrong and the obligation to do the right. But why should I speak, in this connection, of the young and inexperienced only? Have we not the sorry example of thousands of children of the larger growth—of children in the structure of men, who, having gone far into the depths of the apocalypse of human life, prolong their infancy by their dissipations of thought, their levity of conduct, and their flirtations with conscience? Now let me assure you, students, that, neither in the dissipation of thought, nor yet in the frivolities of the passing day, can conscience find obedience for its appeals. In self-recollection only is it to be listened to and obeyed. I have already told you that this is the only means which leads children back to a sense of their duty; and this because their peculiar condition in life is marked by an almost inevitable absence of reflection, not by any possible absence of the moral monitor which, however spontaneously it may warn, is, in all of us, but too often overlaid by worse intentions and more selfish desires. The period, at which children generally enter our schools, seems to be the more propitious for the beginning of this most salutary form of their education. No one will deny that, at that period, they are capable of feeling that their actions are worthy of praise or deserving of censure. It therefore belongs to the primary teacher to watch and to foster those earlier warnings, through which conscience speaks its oracles in the inner shrines of the heart.

I cannot, students, in the Cimmerian darkness, which now surrounds us, peer through its depths and forecast the future; nor yet, in the uncertainties by which we are pressed, can I indulge an assured hope, that all the cares of your teachers, all your own industry, shall achieve the results to which your generous ambition is now directed. Of this one thing, however, I pray that you may be assured, in the conviction that this concern of the law and sense of duty will be the most helpful, the most important of your ministrations to your pupils' minds. Never can you, never will you, have done too much to imbue those minds with a love of virtue, with a horror of vice, so that, as with the light of a sunbeam, the law of duty will have been written upon them in unwasting characters. Now, how is this great mission to be worthily served? You, with your own better training, will certainly not think that to tender to them the rules of morality in an abstract manner, and even to commit its precepts to the unreliabilities of memory, will have been the best way to lead them into the understanding, the respect, and the love of virtue. Undoubtedly is the law of duty imprinted on the human soul. As undoubtedly will a child discover its demands, so soon as he shall have fallen back upon himself, at the bidding of his conscience. But just as undoubtedly is it our duty to help him to read out the still confused pages of that inner book. You will prepare him, therefore, in the quietude of his heart, fostered by your encouraging words, to question the dictates of his conscience. Bring to his mind more extended notions of duty, by familiarity with examples of all that is good. Those examples you will best derive from circumstances more familiar to your pupils, and more naturally within their knowledge and reach. Derive them from actions of which they may be the actual witnesses—actions in which they may have a personal and direct concern. But you will not be satisfied with merely pointing out the actions to them; you will also help them to trace out their motives, evil or good, and follow them down to their consequences. If they yield a proper attention—if you secure that attention for your suggestions—rest assured that they will not fail to approve the good and condemn the evil work. Your examples may be most faithfully enforced from their own

action; but, in order that your words may tell in the fulness of their influence, you will, in the more serious cases, wait until the first outbreak of feeling has passed away, and the calmer reason resumed its power to judge. Encourage them into frankness and honesty, and in that spirit compel them to be the witnesses and the judges, at once, of their own conduct. The very frankness the very honesty, which you will have elicited from the depth of a slumbering conscience, will enlighten their minds and induce them either to applaud or censure their conduct.

Individual talks, as the common phrase has it, with a pupil, will afford you useful means of stirring up the workings of conscience. But, in order that you may the better succeed in this, you must have worked your way into the feelings of his heart—have established and kept up with him a commerce of dignified intimacy, and, accordingly, have acquired a right to the outpourings of his confidence. The same process may be as usefully applied to the body of your pupils in the class. Availing yourselves of a seasonable moment; by the imagery of a noble act, or the rehearsal of an evil deed; by the enforcement of a beautiful truth, or the correction of an erroneous idea, you will have many an opportunity of exerting a most happy influence on their minds, and sustaining them with every sympathy for the right, and arming them with every aversion for the wrong.

Opposed to this is a custom too prevalent, I am afraid, which consists in pointing out to pupils the bad habits, rather than the good qualities. Wearied by a repetition of the same faults and the commission of the same misdeeds, the teacher becomes prodigal of censure; while the fitter examples of better conduct find on his lip but a scant sobriety of praise. I know the answer to this—I have often heard it before—I may have made it myself: no one deserves praise for the observance of obligations which his duty demands. This I acknowledge to be a law of sound morality; yet I cannot choose but think that it may lead into error, if too strictly applied to the management of children in school. Against this possible error I would, therefore, have you forewarned. I would have you act by the opposite process, and indulge in the imageries of what is beautiful and good, rather than dwell on the contemplation of their contraries. I do not say that you shall not insist on the ugliness of vice, whether existing in the abstract, or revealed in the actions of pupils; but I do say that a faithful and impressive depicture of the beauties of virtue, will command more of their sympathies and more effectually fence their minds against the inroads of vice. You will, therefore, be careful not to familiarize the minds of your pupils with deterring examples of evil, and not to induct them into the fatal belief that instances of error are more common and frequent than are those of rectitude;—careful in short, not to wear out of their souls the feeling of horror which vice should inspire, by repeated attempts to bring under their mental view the always fatal results of its indulgence.

This eminently instructive and eloquent lecture of Prof. Alex. Dimitry, will be continued in our February number.

WAYFARING.

BY DR. J. G. HOLLAND.

The way is long, O Lord, that leads
To cooling springs and fragrant meads:
I weary of its weary length;
I lose all heart and hope and strength,
As here I wait my tired feet
And pray for rest so far, so sweet.

I thank thee for a halting-place
Made glad by thine own smiling face;
I thank thee that the dusty way
Thy footsteps knoweth day by day;
I thank thee that some path there be
From pain and care to peace and thee.

I know my times are in thy hand;
I long for light to understand
How thou canst for each pilgrim care,
How thou canst hear each pleading prayer,
How unto thee each soul is known
As if it walked the world alone.

And some time I may comprehend,
The way is long; but at its end
A clearer vision waits the sight.
In thy dear garden of delight,
Wayfaring done, let me abide
Where never falls an eventide.

—*From "Geraldine."*

The Louisiana Journal of Education

Devoted to the Interests of Education, Public and Private, At Home and Abroad,

ROBT. M. LUSHER, WM. O. ROGERS.

EDITORS AND PROPRIETORS, NEW ORLEANS, LA.

TERMS:

Annual Subscription, 10 numbers, $1 00 in Advance.

Single Copies, 15 cents.

ADVERTISING RATES:

Space.	1 Mo.	2 Mos	3 Mos	6 Mos 5 Nos	1 Year 10 Nos
One Page	$15 00	$25 00	$35 00	$50 00	$80 00
Half Page	10 00	15 00	25 00	35 00	50 00
Quarter Page	6 00	10 00	15 00	25 00	35 00
Eighth Page	4 00	6 00	10 00	15 00	25 00

All subscriptions, business letters, and other communications, should be addressed to the Louisiana Journal of Education, Box 1609, New Orleans Post Office.

Educational Intelligence.

THE CAPITAL OF LOUISIANA.

Under the heading Queries and Answers, in the "Journal of Education, New England and National," of December 22, 1881, we find the following alleged correction:

"Maury's new Geography says that the Capital of Louisiana is Baton Rouge," but the critic says, in response: "Baton Rouge was the Capital until 1864; New Orleans is the present Capital."

Maury's Geography is correct. The Louisiana Constitution of 1879 makes Baton Rouge the Capital of Louisiana. The Legislature still holds its sessions in New Orleans, only because the State House at Baton Rouge (in lieu of that burnt during the war), has not yet been completed. It is expected that the State government will remove to Baton Rouge in the course of 1882.—*Editors Louisiana Journal of Education.*

Hon. H. W. Blair has introduced a bill in the U. S. Senate to aid in the establishment and temporary support of common schools.

Section 1st provides, "that for ten years next after the passage of this act, there shall be annually appropriated from the money in the Treasury the following sums, to-wit: The first year the sum of fifteen millions of dollars, the second year the sum of fourteen millions of dollars, the third year the sum of thirteen millions of dollars, and thereafter a sum diminished one million of dollars yearly from the sum last appropriated until ten annual appropriations shall have been made, when all appropriations under this act shall cease; which several sums shall be expended to secure the benefits of common school education to all the children living in the United States."

The money to be divided and paid out in the several States and Territories in that proportion which the whole number of persons in each who, being of the age of ten years and over, cannot read and write, bears to the whole number of such persons in the United States.

No part of the money thus appropriated can be paid to any State or Territory which does not, during the first five years of the operation of this act, annually expend for the maintenance of common schools, free to all, at least one-third of the sum which shall be allotted to it under the provisions thereof, and, during the second five years of its operation, a sum at least equal to the whole it shall be entitled to receive under this act.

No part of the money can be used for the erection of school houses or school buildings of any description, nor for rent of the same—unless it should clearly appear that school children in any locality will be deprived of all opportunities for education without such aid, when buildings can be rented for the purpose by the Secretary of the Interior.

NORMAL SCHOOLS IN NEW ORLEANS.

N. B. We beg to remind the local reporters of the "N. O. Democrat" and the "N. O. Picayune," that there are *two*

Normal Schools in this city, sustained by the Peabody Education Fund, namely: the Peabody Normal Seminary (w), with its model school, at No. 253 St. Charles Street, and the Peabody Normal School (c), at present in the "Fisk School" building (through the courtesy of the City School Board), but for which the Hon. General Assembly has recently authorized the Trustees of the "Southern University" (c) to provide accommodations in the University building on Calliope Street.

The Hon. J. L. M. Curry, the esteemed General Agent of the Peabody Fund, has expressly named *both* these Normal Schools, in every letter addressed by him, on the subject, to the Hon. State Superintendent of Public Education; and the custodian of them would request reporters to maintain the proper distinction between them, in conformity to the General Agent's description. The name "Peabody Normal School" *alone;* in Dr. Curry's communications, as published in the "*Democrat*" and the "*Picayune,*" creates an impression *no less unjust than erroneous.*

THE PEABODY HIGH SCHOOLS.

The commencement exercises of this school, one of the best of our private institutions devoted to the education of young ladies—drew a brilliant audience to Grunewald Hall, Monday Evening, December 19. The experienced and accomplished Principal, Mrs. Kate Shaw, must have been extremely gratified by the success of her labors.

The exercises by the young ladies, in vocal and instrumental music, French and English composition, and recitations, were well rendered. It was pleasant to note that much attention had been given to elocution, the recitations being above the average of school girl work. Mrs. Shaw has a large and efficient corps of assistants, and the results of their work were very evident in the proficiency of the graduates.

Medals for superior attainments were given as follows:

To Miss Mattie Stephens, for English Composition.

Miss Dellie McConnell, for Natural Science and French.

Miss Emma Campbell, for greatest improvements in Penmanship.

Miss Bertha Scooler, for improvement in Elocution.

A medal for Exemplary Deportment had been offered to the class and won by all—it was drawn by Miss Emma Glover.

Mr. Jno. A. Watkins, President of the Trustees of the Peabody Seminary, handed the diplomas of the school to the graduates, Misses Dellie McConnell, Lizzie Jordon, Sophie Bachman, Emma Carter, Mattie Stephens, Emma Campbell, Rosa Labatt, Amanda Zuberbier, Bertha Scooler, Estelle Marks, Emma Glover, Lizzie Henderson.

CITY BOARD OF SCHOOL DIRECTORS.

Regular Monthly Meeting, Nov. 7th.

The credentials of Hon. Thos. J. Semmes, elected by the City Administrators a member of the Board to the vacancy caused by resignation of Judge Rogers, were received.

Acting President, Mr. Gutheim, stated that he had been presiding officer in consequence of the absence of Judge Rogers, and asked the Board to elect a permanent President. A motion having been made to that effect, Mr. Semmes was elected by acclamation.

Messrs. Mellen and Castellanos were appointed a committee to escort the President elect to the chair.

Appropriate addresses were made by Mr. Gutheim in surrendering the office, and by Mr. Semmes in accepting it.

On motion of Mr. Castellanos the thanks of the Board were extended to Mr. Gutheim for his kind, able and impartial course while acting President.

The Board then proceeded to ordinary business.

The Superintendent's report showed the following statistics for November:

Number of pupils admitted and re-admitted	1,815
Number reported as left	1,071
Present number on roll	17,603
Average daily attendance	15,357
Whole number enrolled	24,272

Average number of pupils on roll, to each teacher, for all the city schools, 45—average in daily attendance, 40. In the heart of the city the schools were overcrowded—with more limited attendance in the remote schools.

Fourteen school houses are rented buildings, with an average daily attendance of pupils instructed in them 2,662, or 18 per cent. of the total attendance in the city schools.

The commencement of the Girls' High School was appointed for the 12th inst., of the Boy's High School, Tuesday, 13th inst. The annual examination of candidates for promotion to the High Schools, and from the lower to the higher departments of the Grammar and Primary Schools, to commence on Wednesday, 14th instant.

In response to a circular from the Superintendent asking for information as to the supply of text-books, report, so far as received, showed 11,484 pupils fully supplied, 1,963 partially supplied, and 222 pupils without any text-books.

The delay in the payment of the September roll, and the gloomy financial outlook, naturally exercised a depressing influence upon the condition of the schools, notwithstanding the fidelity of a great majority of the teachers and the relative importance of their work at this season of the year.

Treasurer Walshe reported on hand the sum of $15,442 02, towards the payment of the September roll of 1881.

The Committee on Teachers reported unfavorably on the application of Miss Agnes M. Cass to be reinstated as a teacher in the Jefferson School—on the ground that several months had been permitted to elapse after the expiration of her leave of absence, without any application from her to have the leave extended in consequence of which her place had been filled. Mr. Carlisle, of the Commlttee, presented a minority report favoring the application, which was lost by the adoption of the report of the Committee.

Miss Chellet, who had been temporarily filling a vacancy in the Barracks School, was retained as a permanent teacher, and the Committee on School Houses instructed to make provision for the additional department.

Miss Sinclair was transferred from McDonogh No. 2 to be 3rd Assistant in the Garfield School. Miss Lizzie Kennedy, nominated by Mr. Castellanos, was assigned to the vacancy in McDonogh No. 2.

The Committee on Special Branches reported favorably upon the petition to establish a Deaf Mute School, provided the number of pupils to be so instructed would justify the expense. To this same Committee was referred the following petition:

To the Honorable School Board of the City of New Orleans:

Gentlemen—In the event that your honorable body should establish a school for deaf mutes in this city, the undersigned deaf mutes, residents of New Orleans, since we instituted and assisted in the movement towards the establishment of such a school, and as it is to the interest of our unfortunate class, respectfully beg leave to present the following points in regard to the election of a principal and teacher or teachers:

1. Subject the candidate to a competitive examination.

2. Carefully weigh the testimonials of the candidates.

3. Elect only those of our own class as teachers.

4. Elect none who cannot, without proper reason, furnish recommendations from the school that they were formerly connected with.

These points are usually taken into consideration by the Boards, and the consequence is only efficient persons are elected, and the day schools are rapidly multiplying and gaining in popularity over the State schools, where the teachers are, in many instances, appointed without reference to personal qualifications, and without recommendations. Such has been the consequence in this State, and the consequence is the State has unquestionably the poorest schools in the Union, and all who could afford it have left the State to be educated elsewhere, and will

continue to do so as long as things continue as they now are.

We are aware that there are numerous candidates, some of whom are worthy, others not; but we believe very few of the candidates have made application, but if merit is to be considered by your honorable body, they doubtless will. We would especially commend the names of Messrs. Lawrence, Carraway, Scott and Houghton. These are all gentlemen of ability, and bear enviable reputations, and any of them would fill any place in a mute school with credit to themselves and the school.

In conclusion, gentlemen, allow us to cordially thank those of you who have and will assist in the establishment of a school for deaf mutes in New Orleans.

Very respectfully,

(Signed by 28 mutes).

The Committee on School Houses reported that they had, in connection with the City Superintendent, canvassed the entire Marigny School District, and also some distance beyond its limits, but had failed to secure any building in which to locate the present Marigny School. Mr. Richard, the owner of this piece of property, had offered to dispose of the same for $2,500, to be paid in twelve monthly installments. The Committee considered the proposition a favorable one, although an outlay of $500 would have to be made before the buildings could be used for school purposes.

In accordance with the suggestion of the Committee, the whole matter was referred to the Attorney of the Board for his opinion as to the legality of the transaction.

The resignation of Mr. O'Neil as a member of the Board, which was presented at the last meeting, was accepted, as Mr. O'Neil stated that he regretted he was unable to withdraw the same as requested.

Secretary O'Brien read a communication from Secretary of State Blaine acknowledging the receipt of resolutions adopted by the Board expressing sympathy upon the death of President Garfield. In reply and under date of October 31, Secretary Blaine, after referring to the many heartfelt tributes of sorrow which were sent from all sections of the country, closing with reference to "the touching resolutions of condolence adopted by the Board of Directors of the Public Schools of New Orleans."

The letter of Secretary Blaine was ordered spread upon the minutes.

Treasurer Walshe reported on hand in the Treasury, to the credit of the Public School fund, $15,142 02.

Mr. McElroy offered a resolution, which was adopted, that the Committee on School Houses be authorized to have portress lodges erected upon the premises of the Paulding, Fisk, Jefferson No. 2, Washington No. 2, and Girls' Academic Schools, at a cost of not more than $275 each.

A resolution, offered by Mr. McNamara, that Miss Julia Conroy fill the first vacancy as Third Assistant in the Metairie School, was adopted.

The resignation of Miss Fanny Conroy, as Third Assistant of the Metairie School, was adopted.

The President announced the following Visiting Committees for December:

First District—Messrs. Mellen, Carlisle and Pettis.

Second District—Messrs. Stringer, Brosnan and McElroy.

Third District—Gutheim, Hollingsworth and Handy.

Fourth District—Castellanos, Bertoli and McNamara.

Fifth District—Bartley and Maurer.

Sixth and Seventh Districts—Lanaux and Collins.

The Board then adjourned.

BOYS' HIGH SCHOOL.

The old building, 39 Burgundy Street, so long occupied by the Boys' High School, has rarely held a finer audience than was assembled within its walls on Tuesday, December 13th. A promising class of 25 had finished satisfactorily the High School studies, and were awarded diplomas by the Directors of the school.

The young gentlemen went through their programme with much spirit and to the satisfaction of the audience.

The graduates were:

J. M. Brennan, J. F. Coleman, Geo. Escourse, W. D. Gardiner, E. T. Kirkpatrick, F. A. Lorenzen, E. E. Lamberton, J. C. Lahy, S. Moore, J. J. Moylan, P. Orchard, Geo. Paoletti, H. Rüb, R. A. Shotwell, O. A. Schneidan, J. H. Shiebert, M. Thomas, W. R. Taylor, W. J. Vizard, E. Vallee, S. Weil, W. A. Weber, C. F. Mieman, A. Munderlich, A. Wallbillich.

After the distribution of the diplomas, Rev. Dr. Landrom, Pastor of the Coliseum Baptist Church, was invited to address the graduates. He made a capital speech, genial and pointed; and it was greatly enjoyed by the school and by the attentive audience. May his words make a durable impression upon the memory and lives of the young men who, so full of hope and promise, pass from the school room to wider spheres of usefulness!

The Peabody Medal, for superior attainments in scholarship, was awarded to Master E. E. Lamberton. R. M. Lusher, Esq., Agent of the Peabody Fund, for the Normal Schools of Louisiana, being present, was invited to present the medal. His address contained sound advice to the graduates, pointing out some of the difficulties which must be encountered in their onward progress, and charging them to pursue a course of integrity, honor, and true manhood in their business, social, and political relations. The address was well received.

The Boys' High School dates back its history to 1843—though passing through many eventful changes since its beginning. It has existed long enough to make a good record for usefulness, and there is abundant reason to hope that its recent graduates, by their intelligence, manly bearing, moral character, and social position, will shed additional lustre upon the history of their Alma Mater.

CITY HIGH SCHOOLS.

The commencement of the Girls' High School were held in the schoolhouse on Clio Street, Monday, 12th December. The building was well filled with the parents and friends of the graduates, and by visitors attracted by the reputation of the school, the importance of the occasion, and by a personal interest in the cause of education. The exercises were appropriate, the compositions natural and sufficiently scholarly, the recitations in good taste. Evidently no time had been lost in the way of preparation, as teachers and scholars had been busy with the results of the examination which had been announced only a day or two before the concluding exercises.

Diplomas were given to the following named young ladies:

Misses Azema Pradere, Ida Dumont, Lillie Richardson, Kate Cooney, Carrie Abrams, Mary Christian, Alice Young, Ida Hallberry, Louise Ezekiel, Carrie Bradford, Rebecca Lichtenstein, Jeannette Felder, Lillian Smith, Ida Rogers, Mary Halloran, Emma McQueen, Josephine Murry, Josephine Reiss, Maggie Fleming, Sophie Wight, Bella Carroll, Maggie Long, Julia Levy, Lillie Pickett, Joscelind Deady, Carrie Hynson, Lee Halsey, Edith Allison, Cora Leopold, Statisa Campbell, Odina Lafargue, Hattie Gaspard, Rosina Schaefer, Nettie White, Gertie Giesen, Elmira Fairlee, Pauline Lichtenstein, Irene Hooper, Louise Hanover, Bertha Chamberlain, Alice Norton, Julia Mulholland, Flora Burton, Georgiana Bentley, Kate McWalters, Mamie Klute, Lizzie Broughton and Florence Bloch.

Felicitous addresses to the graduates were made by H. C. Castellanos, Esq., of the Board of School Directors, and by Rev. Dr. Markham.

The Peabody Medal for superior scholarship was given to Miss Azema Pradere.

A very pleasing address, in verse, written by one of the teachers of the school, and recited by Miss Diboll of the Junior class, expressed the friendly emotions of the class in parting from the seniors.

The valedictory of Miss Pradere was an additional honor in the fine record of that successful student.

The class was a large one, numbering 48 graduates. As students they had been distinguished for faithful work, and had fairly completed the prescribed course of study.

Several of the class desire to become teachers, and possess the qualifications which are needed for the office – except experience.

KINDERGARTEN INSTITUTE.

A large and highly appreciative audience, present on the 23d inst., in the spacious rooms of Mrs. J. E. Seaman's Kindergarten Institute, enjoyed an entertainment somewhat novel to our citizens, and certainly fraught with more than ordinary interest. Accuracy, harmony and grace lent their united charms to all that is lovely and attractive in the exhibition of little folks. The programme was sufficiently varied, consisting of songs, instrumental music by the infant band, and circle games. Every exercise had a symbolic phase—rooted in the relationship of feeling, action and thought—and intended to rouse the activity of comparison, to quicken perception, to discover the connection between sound and movement—in a word, to stir in the child a sense of beauty as the best safeguard against vice. The entire audience were taken by surprise when Santa Claus appeared, who, after a very rapid transit from Germany, was dropped down to the lightning-rod by the Man in the Moon, and entered a second-story window. He distributed his gifts with a lavish hand, and with a humor so irresistibly amusing as to create a world of merriment Finally he led his little pensioners to the lower halls where was presented a tall Norwegian pine, gaily festooned, brilliantly lighted, and clustering with various beautiful things, made chiefly by the children themselves as presents for their mammas. There was but one sentiment pervading the audience, that the entertainment was most lovely and beautiful. Expressions of surprise were heard on all sides, that in the space of less than three months little children of 3½ to 9 years could be drilled to the performance of exercises which might tax the powers of older heads. It was an exhibition of the aesthetic part of Kindergarten education—by no means intended to illustrate the ends and aims of the system. The Kindergarten constantly registers the results of perception in reproduction and definition; it observes nature and its forces; it constantly associates the relation of numbers with form and proportion, and applies form and proportion to mechanical and artistic production; in a word, it makes its thousand combinations subservient to the modifying and inventive thought and touch of the young artist.

The school is in a most flourishing condition, numbering fifty-two pupils. Mrs. Seaman's assistants possess in a marked degree the first element of success in any enterprise, viz: enthusiasm.

We have heard of several instances where pupils in the upper grades of our public schools, finding it difficult, through the pecuniary circumstances of their parents and guardians, to provide the books needed for their daily lessons, have labored with their hands, out of school hours, the girls by knitting and sewing, the boys by such remunerative employment as they could find, and so by their own exertions have supplied themselves with full sets of school-books. It may be that instances of this character are not so rare as to deserve special comment, since students may be found in all parts of the country who secure the advantages of education by their own efforts, but in the instances to which we refer, the youth of the parties and the early indications of character, are suggestive of pleasing reflections.

RURAL PARISHES.

ASSUMPTION.

The "Pioneer of Assumption," published at Napoleonville, in its issue of December 20th, announces (on the

French side), that the "public schools of the Parish have been closed since the end of November, the Board of Directors no longer having funds with which to pay the teachers." It compares the "fine promises made in behalf of public education to the deceptive fickleness of the winds."

LAFOURCHE PARISH.

The "Thibodaux Sentinel," of December 24th, has several items of educational interest.

It says: "The Public Schools will open on Monday week, in most of the school-locations in this Parish. The session will probably continue six or seven months."

Justly, it adds: "If parents desire their children to derive benefit from public schools, they must see that they attend regularly. No teacher can do justice to a pupil whose attendance is irregular. He cannot keep up with his classes, and will not only fall behind himself, but will hold back others, thereby doing an injury to them, without deriving any benefit for himself."

Peabody Fund. We are pleased to see that the efficient Secretary of the Parish Board has applied for assistance from the Peabody Education Fund, for the Guion Academy. We have repeatedly shown, in this Journal, the liberality exhibited by the Police Jury of Lafourche and the Town Council of Thibodaux, in providing funds for the support of the public schools; and certainly no free public school in the State is worthier of assistance from the Peabody Fund than the 'Guion Academy," whose directors and teachers have always appreciated the value of that fund.

Funds provided for Public Schools of Lafourche Parish, from July 1st, 1880, to December 1, 1881.

Balance on hand, July 1, 1880,		$1,867 13
Parish School Tax..	$8,330 24	
Poll Tax.....	1,830 00	
Parish School—forfeited Taxes.....	263 24	
Corporation Tax...	496 83	
Peabody Fund donated (in 1879) to Guion Academy..	150 00	
Entertainments....	438 18	
State Apportionments.....	3,243 28	14,751 77
Total for 18 months.....		$16,618 90
Disbursements.....		15,351 44
Balance on hand, Dec. 1, 1881..		$1,267 86

Divided between two districts.

The French side of the *Sentinel* shows that, during 1880–81, there were in operation, in Lafourche, 34 schools, in charge of 44 teachers, who each received about $40 per month. Several new school houses had also been erected and several old ones repaired, all provided with the needed furniture. This is an admirable showing for the Parish of Lafourche.

The "Thibodaux Sentinel," of December 17th, says:

"Night School." Mr. J. A Troué, the able Principal of the Guion Academy, will open a night school in that building, on the first Monday in January, 1882. This will afford a fine opportunity for young men whose occupations prevent them from acquiring an education otherwise, and should be supported and encouraged."

Free night schools were in successful operation, in New Orleans in *ante bellum* days. and such schools are now needed for a very large class of young men and young women who cannot possibly attend the day-schools. Some of our private teachers, of self-sacrificing propensities, might organize night schools in our city, with prospects of success.

THE CORPORATION SCHOOL AT THIBODAUX.

The "Sentinel" also shows that, during the Christmas holidays, the colored people propose to give two entertainments to raise funds for prolonging the session of the Corporation School.

We cannot see why entertainments for such an object should prove less successful in New Orleans than in Thibodaux, during a period when the teachers of the City Public Schools are practically compelled to instruct twenty thousand children without any compensation whatever.

ACKNOWLEDGMENTS.

We are indebted to the esteemed author, Dr. Alfred Mercier, for a copy of his social story of "*l'Habitation Saint-Ybars, ou Maitres et Esclaves en Louisiane.*"

"Le Pionnier de l'Assomption," on its French side, honors our Journal in the following kind words:

"No. 8, of the Louisiana Journal of Education, like all the preceding numbers, contains important matters which we recommend to the consideration of all persons interested in the progress of education."

The Honorable Commissioner of Education has favored us with Circular of Information, No. 4, of 1881, on "Education in France"—a very valuable Circular for reference.

The "School Herald," of December 15th, contains its usual "History of the World" from December 1st to 15th, with other valuable data, of great interest to all teachers.

Messers. Ginn & Heath, the well known publishers, 13 Fremont Place, Boston, Mass., have opened a free reading room for teachers, and cordially invite all persons engaged in the work of education, who may have occasion to visit that city, to make themselves at home in the pleasant quarters and among the intellectual attractions thus offered. Any of our readers who contemplate a visit to the Athenian "Hub," will do well to note the above.

THE ILIAD OF HOMER.

BRYANT'S VERSION.

A lady of New Orleans, of cultured mind and exquisite taste, penned the following verses, after reading Bryant's version of the Iliad, (loaned to her by a friend):

"The song is o'er, old Homer's books I close,
And muse on Ilium and her cruel foes;
Yet own the gods their wisdom well displayed
In fearful vengeance for a trust betrayed!

"O wondrous bard! whose mighty strains have won
A fame enduring as the circling sun,
In every age and many an alien tongue
All other poets have thy praises sung,
And striven to catch the radiance of those dyes
Which e'en the limner's magic touch outvies!
Immortal still they glow as in the days
When Greece first heard the music of thy lays!

"How many poets of exalted fame
Have set thy beauties in a modern frame!
And now, within a world by thee unknown,
Our gifted Bryant has most finely shown
Thy godlike speech a rival here must own.
And, as beneath a fair, pellucid lake,
The sunset hues more vivid glory take,
So mirrored in his sweetly-flowing strains
E'en thy majestic verse new beauty gains!

"When Memory from her many-haunted dells
Summons each pleasure that within them dwells,
And with fleet steps the light-robed throng advance
To claim the tribute of one pensive glance,
Her grateful smiles will surely then be due
To grand old Homer, Bryant, and to you."

BOOK NOTICES.

"Some Topics in English Grammar, for the Pupil, the Teacher, and the General Reader," by Arthur Hinds, lately of the Westfield, Mass., State Normal School.

This little volume contains a rational exposition of the essential features of English Grammar, without the characteristics borrowed from Latin, Greek, or Anglo-Saxon. The second part, containing "Helps," or "General Suggestions," will be found invaluable to Teachers who desire to test the value of the book.

"An Abridgement of Elements of Criticism," by the Hon. Henry Home, Lord Kames, edited by John Frost, A. M., New Edition. Porter & Coates, Publishers, Philadelphia.

This is an appropriate Text-Book for Academies and Normal Schools. The Editor has skillfully extracted the substance of Lord Kames' erudite and instructive work, and annexed to each chapter, and, indeed, to each section, "review questions" on the text.

"Elements of Natural Philosophy, for the use of Schools and Academies," by J. A. Gillet, of the Normal College of New York, and W. J. Rolfe, of the High School. Cambridge, Mass. Potter, Ainsworth & Co., Publishers, New York and Chicago.

For a copy of this work we are indebted to the courtesy of Franklin L. Ainsworth, Esq., Resident Manager of the Publishers, at Chicago. It is a lucid exposition of the Science, with numerous illustrations and, in all respects, it is well arranged for purposes of instruction.

"A Comprehensive Spelling Book" by Geoffrey Buckwalter. Philadelphia, Porter & Coates.

This is a text-book well arranged for the gradual advancement of the pupil in methodical spelling with illustrative Dictation Exercises, on almost every page. Rules for Spelling and Punctuation, and a special grouping of "Words liable to be mispelled," are also valuable features in the work.

"Le Français, Revue Mensuelle de Grammaire et de Littérature," No. 3, of December 5, 1881.

This No. of this valuable Magazine contains a continuation of "Un Marriage d'Amour;" a liberal and just eulogium of the late President Garfield, and of Republican Institutions, by the Rev. Hyacinthe Loison, of the Gallican Church, Paris; an interesting account of the character, genius, and works of the artist, Alphonse de Neuville, by Mad. E Decombes; Excerpta from the French Literature of the 18th Century; a vigorous review by the Editor, Jules Levy, of an article, in Blackwood, on the "Decadence of French Women;" Letters corrected and to be corrected; instructive Notes and Queries on certain peculiar expressions in French; Faulty phrases, with corrections; Erroneous expressions from journals, to be corrected (a new feature); English idioms with French equivalents: Charades and Homonymes, and an able discussion of the mooted questions of pronunciation by the Editor. "Les Coups de Ciseaux" terminating the reading matter will interest, as well as amuse, all students of the French Language

Teachers or Students desiring this instructive French review, would do well to write to the Editor, Mons'r Jules Levy, 17 Story St., Cambridge, Mass.

The XIIth Volume of the International Review, Messrs Robt. P. Porter & Henry Garnett, Editors, promises an able series of articles on various important subjects. Some of the most powerful writers in the land contribute to the January number their views on the "Law of Rent, in its application to the Irish Land Quesrion;" the "Pursuit of Art in America;" the "Practical Elements of the Labor Question;" "Industrial Day-Break in the South;" the "Settled Area and the Density of our Population;" "Dear Food;" a "literary sketch of the French critic, Paul de Saint Victor;" and "Boundaries in the United States historically considered." A valuable article on the "International Medical Congress" introduces the number to the reader

The "International Review may be had at $5.00 per annum. It is published at 279 Broadway, New York.

LITTELL'S LIVING AGE The numbers of *The Living Age* for the weeks ending December 17th and 24th, respectively, contain the following valuable and interesting articles: The Last Great Dream of the Crusade, *Nineteenth Century;* The Decadence of Frenchwomen, *Blackwood;* An Athenian Archbishop of the Dark Ages, *Fraser;* Spanish Proverbs, *St. James Gazette;* Monos Island. Trinidad, *Nature;* Fifty Years Ago, *St. James Gazette;* Country Life in Italy, *Temple Bar;* German Student Life, *Fraser;* Henry Martyn, *Church Quarterly;* The Growth and Distribution of our National Wealth, *Economist;* The "Eccentricities of the Rich, *Spectator;* Dr Ward on the Divine Pre-Movement, *Spectator;* The Story of a Railway Journey, *Temple Bar;* What Came of It, *Argosy;* The Rev. Jeremiah's Thorn, *Fraser;* and the usual choice poetry.

The next volume begins in January. For fifty-two numbers of sixty-four large pages each (or more than 3,300 pages a year,) the

subscription price ($8) is low; while for $10.50 the publishers offer to send any one of the American $4 monthlies or weeklies with *The Living Age* for a year, both postpaid. Littell & Co., Boston, are the publishers.

Atlantic Monthly for January, 1882.—Houghton, Mifflin & Company, Boston, Mass. This popular journal opens the new year with a table of literary attractions. W. D. Howell's contributes "Police Report," with its glimpses of the darker side of human nature, as seen in the Recorder's Court of a large city. "And Joe" by S. A. L. E. M., is as repressive as its title, beginning near the end, and giving only the finality with indefinite hints of the previous history of the parties. "Studies in the South" tells us something of the Moonshiners, their habits and characters. A new story, "An Echo of Passion" is begun by George Parsons Lathrop There are some historical studies, entertaining scraps of travel, with literary reviews, reminiscences of dead authors, and other contributors, both amusing and instructive.

Popular Science Monthly. Messrs. D. Appleton & Co., New York. The January number of this instructive Journal contains the usual variety of entertaining articles. *Earth Worms and their Wonderful Works* is an article to attract attention of readers who have hitherto formed but an imperfect idea of the part played in the economy of nature by the earth worm. Astronomy in High Schools, by Miss Eliza A. Bowen will be read with pleasure by teachers of this branch of science. "The Colorado Desert," "New Guinea and its People, "Volcanic Products," will be found advantageous to students of Physical and Descriptive Geography. The Correspondence, Literary Notices, Notes, etc., are full of suggestive observations. In the Editor's Table, the course of the journal is defended from the charges recently brought against the publishers of the Popular Science Monthly, that their recent withdrawal from all further connection with the North American Review, because that journal had published the blasphemies of Col. Ingersoll, was inconsistent with the course taken by them in opening the columns of the Popular Science to writers of atheistic opinions—such as Herbert Spencer, and others of the same class—to the exclusion of such writers of a contrary opinion as the Duke of Argyle and others. The Edtiors deny that Herbert Spencer is an Atheist.

The *Art Amateur* for January gives thirteen large pages of designs for decorative art work, including a "chrysanthenum" plate and a beautiful portrait plaque by Camille Piton; a fine plaque and two tiles of birds and flowers, a charming fan design of cupids and lovers, and a numerous array of embroideries, monograms and church decorations. There are also two attractive full pages of Salmagundi Club drawings and holiday book illustrations. Messrs. Satterlee and Bricher furnish clever costume sketches; the Philadelphia Artists' Exhibition is reviewed and illustrated: and "Doulton Ware," "The China of our Grandmothers," and "The Sgraffiti of the Corsi Palace" are also the subjects of texts and illustration. Among the other valuable articles are those on "Artists' View's on Woman's Dress," "Art Value of Photography," "Painted Dresses and Lace," "Correct Principles in Furniture," "Hanging and Framing of Pictures," and "Industrial Art for Women" Certainly no lover of art can afford to be without this handsome and richly-filled periodical Price per annum $4; single copies, 35 cents. Montague Marks, publisher, 23 Union Square, N. Y. City.

The Art Interchange, a Household Journal. for December, 1881, published at 140 Nassau street, New York,. This holiday number is embellished with a colored design for woodpanel, an engraving "Dusk," by A. H. Wyant, and illustrations of "Courtship," with border designs for Christmas decoration. The price is Two dollars per annum.

Messrs. Houghton, Mifflin & Company, Cambridge, Mass., continue their good work of popularizing the writings of standard authors by tasteful and inexpensive editions of books suitable for use in schools and literary classes. We have received "*Leaflets*" and, also, a bound copy of "*Poems and Prose Passages from the Works of Olive Wendell Holmes*," whose witty, and sensible utterances, as a poet, or as the autocrat and professor of the Breakfast Table, are so generally read and admired. Also, a very handsome little volume of "*The Whittier Birthday Book*," which contains the choicest selections from the writings of Whittier—with an almanac running through the book, in which to record birthdays of distinguished persons and other historical events. Many such facts are mentioned and space is left for the reader's use, in which to collect and arrange similar information.

From the same press we have a memorial volume of "*Louise, Queen of Prussia*," by Kluckhohn, translated from the German, by Elizabeth H. Denio. It is an admirable sketch of the pure life, exalted patriotism and noble sentiments of the mother of the present Emperor of United Germany. We are indebted to J. C. Eyrich, Canal street, for the work.

A life-size portrait of Ralph Waldo Emerson, uniform with the Atlantic portraits previously published of Longfellow, Bryant, Whittier, Lowell, and Holmes, has just been published. It represents Mr Emerson not in his old age but in the full vigor of his manhood. To those who used to hear Mr. Emerson lecture twenty years ago or more this portrait will recall the marked features and the personal appearance of one who then was.

and who still is, a leader in American thought and letters. It cannot fail to be very heartily welcomed by all those who have ever heard Mr. Emerson lecture, and by those who have read his remarkable writings, and must also be acceptable to those who, without personal knowledge of him or intimate acquaintance with his books, yet know that he is an honor to American literature, and sheds lustre upon the American name throughout the world. The portrait was prepared for subscribers to the Atlantic Monthly, to whom it is furnished for one dollar by the publishers, Houghton, Mifflin & Co., Boston.

Mr. J. C. Eyrich, 130 Canal street, has kindly sent us a copy of Lippincott's Fifth Reader. Edited by Marcius Willson, and published by J. B. Lippincott & Co, Philadelphia. This series of readers has commanded the attention of educators all over the country, by the excellence of its selections and by the literary taste displayed in the presentation of the subjects to the intelligence, and for the improvement of school children.

Maury's Manual of Geography, revised, and Maury's Elementary Geography, have been received from the publishers. The University Publishing Company. Maury's Manual is one of the very best of our school geographies, very full in its statement of facts, embracing a through review of the geographical and political divisions of the earth's service. The student who successfully masters its contents will have but little else to learn on the subject. Both the Elementary and Manual have been enlarged and improved by the revision, and are richly illustrated with engravings and colored maps.

An Historical Reader for the use of Classes in Academies, High Schools, and Grammar Schools, by Henry E. Sheppherd, M. A., Superintendent of Public Instruction, Baltimore, Md. Published by Messrs. D. Appleton & Co., New York.

The selections are sufficiently numerous to give variety for reading, and are from the best American and English writers. Some of them have never before appeared in historical readers. The book is calculated to create a taste for improved reading matter. It is hardly necessary to say, after naming the publishers, that the work represents the highest class of elementary school books

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Supplementary Readers. First and Second Books for Primary Schools. Edited by Francis W. Parker, Supervisor of Schools, Boston (formerly superintendent of the Quincy Schools,) and Louis H. Marvel, Superintendent of schools, Gloucester, Mass. Published by Robert S. Davis & Co., Boston Mass. These excellent little books are intended to afford additional reading matter in primary rooms where chi dren are apt to memorize the prescribed text-book, and need supplemental work of the same grade before advancing into a higher class. It too often happens that children in the primary rooms are required to go over and over again the pages which have lost for them all interest. New and fresh reading matter is calculated to stimulate their progress.

Van Antwerp, Bragg & Co., of Cincinnati, have excellent reading and spelling charts to accompany their McGuffey readers. The charts are made in superior style, and can be used with a stand provided for the purpose, or suspended against the wall, as the teacher may decide.

Received. By-Laws of the Board of Trustees and Rules and Regulations for the Government of Teachers and Pupils of the Public Free Schools of the City of Galveston, for 1881–2.

The pamphlet also contains questions used in the examination of teachers for the primary and grammar grades, with other matters of local and general interest.

Eighth Annual Report of the Trustees, Superintendent and Treasurer of the Illinois Asylum for Feeble-Minded Children at Lincoln. October 1, 1880. C. T. Wilbur, M. D., Superintendent.

The Choice.

BY A. S. R.

From the Literary News.

She left the crowded, bustling street,
And led the way, with eager feet.
Into a cool and still retreat—
A library, with books replete.
O thoughtful brow! and eyes so sweet,
What dainty book for you is meet?
It was—the latest novel!

Around her, throng a goodly train!
The poet sings a lofty strain,
The critic makes his meaning plain,
The traveler tells the tale again,
The grave philosopher would fain
Attract her notice—all in vain:
She wants—the latest novel!

No glance the lore of ages draws,
No thought for nature or the laws:
For Art she does not care two straws;
Of History not a single clause
Has power to make the maiden pause:
She has no time for these—because
She reads—the latest novel!

THE GREATEST LIVING Authors, such as Prof. Max Muller, Rt. Hon W. E. Gladstone, Jas. A. Froude, Prof. Huxley R. A. Proctor, Edw. A. Freeman, Prof. Tyndall, Dr. W. B. Carpenter, Frances Power Cobbe, Prof. Goldwin Smith, The Duke of Argyll, Wm. Black, Miss Thackeray, Mrs. Mulock-Craik, Geo. MacDonald, Mrs. Oliphant, Jean Ingelow, Thos. Hardy, Matthew Arnold, W. H. Mallock, W. W. Story, Tourgenieff, Ruskin, Tennyson, Browning, and many others are represented in the pages of

LITTELL'S LIVING AGE.

The Living Age has been published for nearly forty years, and has met with continuous commendation and success.

A *weekly magazine*, it gives more than

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Entered at the Post Office at New Orleans, La., as Second Class Matter.

VOL. III. NEW ORLEANS, FEBRUARY, 1882. No. X.

End of Third Volume.

The present number closes the third annual volume of this JOURNAL. We are prepared to receive congratulations. Dr. Talmage, that most eloquent expounder of things, temporal and spiritual, has recently said that the average life of journals and newspapers is about six years, and that most of the deaths were due to cholera infantum. Perhaps, the slaughtered innocents were over-fed and pampered in their younger days, brought up on expensive luxuries and irritating cordials and could not stand fresh air and solid food. The learned prophet did not have educational journals in his mind's eye, when making his calculations. He would probably have shortened the term. Even in our brief editorial span, we have seen comets blazing athwart the sky, stars suddenly appearing, and adding their brilliancy to the beauties of the literary heavens, and both comets and stars, as suddenly lost in the blackness of darkness forever.

We do not require to be told that educational journals do not constitute the most popular form of periodical literature. People generally do not rush for them, or eagerly watch the hour of publication. In very truth, a great many persons have no use for any work on educati[illegible]

Nevertheless, there are great fish and little fish—whales and minnows. There are, also, grand efforts in life, ushered in by brass bands and prancing steeds and gilt chariots—like a circus; and there are humble efforts, that come softly around the corner, when you least expect them, and thread their way gently and kindly, through the crowd.

The JOURNAL is growing. It is getting on its feet. It has friends. There is no money or fame in it—but it has done some good. We know it. It is helpful to those who are not above receiving a cheering word, a bit of friendly counsel —or who wish to learn more than they know about educational work here and elsewhere.

We were told early in life that Brag was a good boy, but Holdfast was a better one. We do not propose to ignore the sage advice.

We thank our friends most heartily and sincerely for standing by us as they have done in the past. We expect to make our fourth volume better than the third—even as we believe that the third excelled the second, and the second was a marked improvement on the first.

We expect to print larger editions, because the number of our subscribers is increasing, and our friends intend to give us more. We expect to grow in value, because the great cause of education is expanding in power and importance, and has in the near future wonderful possibilities. Every effort, however humble, will become stronger and more pronounced in the onward sweep of the moral and intellectual forces which are being evolved in the glorious age of human progress.

It is a small matter that educational journals live poorly, struggle with want, and then die. Before the summer sun flames its glories over the field and the forest, the spring flowers and blossoms come and go. The seeds remain—the fruit grows, the harvest comes at last.

So it is with education. At present the subject is beset with doubts, perplexities, and conflicting theories. There are discussions innumerable, on technicalities, on abstractions, on hypotheses. There are honest efforts which are dissolved into vapor, and disappear like the morning mist. There are enemies striving openly, or in secret, to undermine and pull down that which it has taken many years to construct.

It will be all right in the end. These theories and precedents and fruitless flowers will enrich the earth from which grows the tree of knowledge. When the fulness of time has come, there will be less of theory and speculation and more of practical results. Vagaries will find rest in facts. Education will become the definite task of humanity, and the human race will enjoy the fruitage in the autumn of its age.

Legislative Education in Louisiana

No. IX.

We open our sketch of this subject, at present, with the substance of a Preamble and Resolutions, adopted by the Legislature on the 16th February, 1842, in relation to school sections of land donated by the United States Congress for the promotion of public education.

The Preamble sets forth that, on account of the peculiar topography of the State, the sixteenth section assigned in every township for the use of public schools was so often located on marshes and other lands of no value, that about one-fifth of the lands appropriated for primary instruction were to be considered as entirely worthless; and that, in consequence of other townships being completely covered by private claims, it was estimated that about 38,000 acres more were lost to the State for want of public land to apply to school purposes: wherefore the Senators and Representatives of Louisiana in the United States Congress were requested to obtain the passage of a law giving to the State, in all such cases, the right of selecting and entering, for the benefit of primary schools, the same quantity of public land to be located in the same township, or, in default of good land therein, in such adjacent township as would furnish lands not yet appropriated and of more value. Power and authority in the General Assembly, was also asked, to rent, lease, or sell, as might be deemed most expedient or necessary, the sixteenth sections of school lands situated in each township.

Continuing, now, our record for the year 1843, we discover that, on the 19th January, Act No. 4, in reference to the College of Jefferson, repealed the proviso in the 1st section of Act of 25th March, 1842, which proviso *had prohibited double voting and voting by proxy, at meetings of the Board of Trustees.*—Later, on the 6th February, Act No. 14, empowered the Council of Lafayette City, (now the Fourth District of New Orleans,) to choose a Board of Administrators for the common or primary schools, with like powers as in the parishes, and as custodians of all State and City funds for the support of such schools; the President of said Board to report the condition of the schools, annually, in lieu of the Parish Judge, to the Secretary of State, *ex-officio* State Superintendent.

Act No. 33 of February 24th created Bossier Parish out of a part of Claiborne,

and declared the new Parish entitled to the benefit accorded by the fifth section of Act 155, of March 26th, 1842, (see page 270 of this JOURNAL,) in reference to public schools. Act No. 41, of March 1st, creating Franklin Parish out of parts of Catahoula, Ouachita, and Madison; Act No. 46, of March 7th, fashioning Sabine Parish out of Natchitoches; and Act No. 61, of March 17th, originating Tensas Parish, *ex* Concordia, made similar provisions in reference to public education therein.

The Medical College of Louisiana and also that of Orleans are referred to in Act No. 62, of March 22d; the Faculty thereof being required to attend the Charity Hospital for ten years, gratuitously, and to instruct one indigent person from each Parish in the College. In aid of the Institution, 120 feet square of the piece of ground belonging to the State, at the corner of Philippa and Common streets, were leased to the College for ten years; but the title to the buildings was to be vested in the State.

Act No. 88, of April 1st, 1843, created the Parish of DeSoto from portions of Natchitoches and Caddo, and accorded to the new Parish all the rights and privileges of other Parishes—including the usual provision for public education therein; and the last Act of the Legislature, of 1843, on Education, was the adoption of a resolution, No. 120, of April 6th, 1843, appointing a committee of *one* member from the Senate, and *two* from the House, to examine and report the situation of the Colleges of Franklin, Jefferson, Baton Rouge, and Louisiana.

The year 1844 was characterized by legislative Acts of varied importance. No. 64, of March 18th, called a Convention for reforming the State Constitution; No. 80, of March 25th, created the office of State Librarian—to be appointed by the Secretary of State, at a salary of $600 *per annum;* No. 81, of the same date, created the Parish of Vermilion, *ex* Lafayette, with the customary rights and privileges, including public schools; No. 91, also of the same date, created a Register for the sale of unlocated lands belonging to the State, or donated by Congress for internal improvements; the Treasurer of the State to be the receiver of the proceeds. Section 4 of this Act authorized the Governor, after sixty days, to sell all such lands, donated either for internal improvements or for Seminaries of Learning, three dollars per acre being fixed as the minimum price; and, in payment, purchasers could tender warrants or debts due by the State; and sections 5 and 6 required accounts of all sales to be kept, and the application of the proceeds to the payment of debts due by the State for internal improvements.

Act No. 95, of March 25th, exempted Trustees and Administrators of Public Schools from militia duty; but, for failure to perform the several duties imposed upon them by the general laws, subjected them to a fine of $50 for each and every such neglect.

Act 114, as to the Parish of St. Martin, directed that the President of the Police Jury should be, in lieu of the Parish Judge, the President of the Board of Administrators of the Common Schools of the Parish.

On the 25th of March, per Act 118, was created the Parish of Morehouse, *ex* Ouachita, with the customary privileges as to public schools, etc,; and per Act 148, nine members were made a quorum of the Board of Trustees of the College of Louisiana.

Proceeding with the year 1845, we find that the Acts, Nos. 3 and 14, of January 15th, and February 5th, provided $1,500 for the purchase of furniture for the

State Convention, at Jackson, and then authorized the sale of all furniture left by said Convention—facts incidental to the framing of a new Constitution for Louisiana.

Later, on the 27th February, the Parish of Jackson was created, *ex* Ouachita, by Act No. 38, which also accorded to the new Parish the privileges of public schools, etc., and on the 6th March, Act 53 appropriated $7,447 50 for printing the Governor's proclamation as to the sale of the Seminary and Internal Improvement Lands.

By a Resolution of March 7th, 1845, Hon. A. Mouton being then Governor, the Legislature sought authority from Congress to apply the proceeds of school lands to the whole State, for the benefit of the schools in such manner as said Legislature should direct: and again appealed for the right to locate anew United States lands in the State for such sixteenth sections as were worthless or of little value; but not yet could Congress accord such privileges to the State.

This Resolution was succeeded by Act No. 74, of March 18th, which directed the State Treasurer to sell, for not less than $10,000, the building of the College of Louisiana, which was, however, to be appropriated only as a literary institution. The Trustees were also required to accept this sale and condition, within sixty days; or the Attorney General, or District Attorney of East Feliciana, was to annul the corporation of the College.

With that wisdom, which is the product of long and thoughtful experience, our statesmen of 1845, by Act No. 87, of March 10th, directed that his Excellency, the Governor, with the consent of the Senate, should appoint a board of Commissioners, consisting of five competent persons, who should, at the next session of the General Assembly, report "a general plan for the better organization of the free public schools throughout the State;" and $1,000 were appropriated to pay the expenses of this important Board.

The appropriations made and paid, for education in Louisiana, during 1843 and 1844, were as follows:

	For 1843.	For 1844.
Public Schools...	$22,966.74	$28,459.71
Coll'ge of Jeffer'sn	18,750.00	10,000.00
College of Baton Rouge.....	1,500.00	4,500.00
Coll'ge of Franklin	5,185.00	2,500.00
Coll'ge of Louis'na	3,714.90	23,785.10
College of Alexandria.....	750.00	.....
Catahoula Acad'y.	500.00	500.00
Springfield Inst'te	1,409.69	.....
Greensb'g Female Academy.....	1,250.00	.....
Johnson Female Academy.....	1,000.00	.....
Claiborne Female Academy.....	750.00	.....
Poydras Female Academy.....	750.00	.....
Providc'e Female Academy.....	1,000.00	.....
Minden Semin'ry..	500.00	.....
Plaquemine Acad.	1,100.00	.....
Franklin Acad'y..	675.00	.....
Aggregate	$61,801.33	$69,744.81

The result achieved by legislation in 1845, looking to the establishment of a liberal system of free public schools in Louisiana, under the Constitution of 1845, justifies all the encomia which our humble pen has attributed to the statesmen who illustrated our annals at a period in the past, when Louisiana was rapidly becoming the most prosperous and wealthy commonwealth of the South.

The Educational Work Accomplished in the South, in 1881, by the Peabody Fund.

The proceedings of the trustees of this noble benefaction to the South, at their twentieth meeting, held at New York, October 5, 1881, afford abundant evidence of the important work accomplished since February 1, 1881, by the Trustees, through their able and efficient General Agent, the Hon. J. L. M. Curry.

The proceedings contain an appropriate tribute by the Hon. Chairman of the Board, to the memory of Mr. George W. Riggs, one of the original Trustees, whom Mr. Winthrop describes as a man of great intelligence and many accomplishments, but modest and reserved, making no pretensions to anything except fidelity and devotion to his business. Mr. Riggs had been a member of the Finance and Auditing Committees of the Board; and his useful life was closed in his 68th year at Washington City, on the 24th August, 1881.

The report of the General Agent, Dr. Curry, opens with a feeling appreciation of the work of his pioneer predecessor,—the lamented Dr. Sears, and it gives a highly interesting account of the great work accomplished in the Southern States, through free elementary and Normal Schools, aided and encouraged by the Peabody Trustees. It shows, in convenient form, that there were Teachers' Institutes, aided or sustained by the Peabody fund, in West Virginia, Virginia, North Carolina, South Carolina, Mississippi, Texas, Arkansas, and Tennessee, which Institutes were "valuable in stimulating and sustaining popular interest in education, in awakening to a higher appreciation of the teacher's work, and in correcting some stereotyped prejudice in reference to the art of teaching;" that there were Normal Schools, for the professional training of teachers, in Tennessee, Virginia, Louisiana, and Texas,—all aided and encouraged by the Peabody Trustees; that Peabody scholarships in the Normal College, at Nashville, were enjoyed by students from Virginia, North Carolina, South Carolina, Georgia, Florida, Alabama, Mississippi, Texas, and Arkansas, that educational journals were aided in Virginia, Louisiana, Texas, Arkansas, and Tennessee; that scholarships were enjoyed by colored students from South Carolina, in the Hampton Normal Institute, Virginia; that colored pupils were also aided in the institution at Atlanta, Georgia; and that elementary public schools received supplementary aid — one in North Carolina, three in South Carolina, one in Florida, one in Mississippi, one in Tennessee, and two in Texas. The aggregate donations amounted to $50,375; which is, it is presumed, but little more than half the donations intended to be appropriated for the whole year.

The report of the General Agent teems with valuable data as to the educational facilities and needs in each of the Southern States, and enforces the necessity of Congressional aid for the great work, in the following just and eloquent terms:

"Free schools have a ceaseless enemy in the illiteracy of the masses. Ignorance does not feel its needs. Enlightenment must come from without. The uneducated do not appreciate the import and value of education. When to fearful illiteracy there are superadded changed social condition, remodelling of laws and constitutions, and general pecuniary prostration at the South, there will be apparent an imperative need for money that State and local taxes, and ecclesiastical and private benefactions cannot

supply. To put free public schools, adequate for universal education, on a permanent basis in the South, *and avert an imminent peril to our free institutions, there must be help from the general government.*

"To remove illiteracy and qualify a large class for the prerogatives of American citizenship, is a paramount national question. No argument is needed to prove that ignorance is the parent of poverty, waste, and crime, and that an ignorant people can never work out a noble civilization. In so many ways have the Trustees and other bodies of citizens enforced this national peril, surely, the next Congress will make haste to meet this question of the well-being and perpetuity of the republic. With the wisdom of the philosopher, Mr. Peabody said: 'to make the prosperity of the country more than superficial, her moral and intellectual development should keep pace with her material growth.' Universal education cannot be left exclusively to the sense of parental or State obligation, to the caprices of varying circumstances of persons and communities. Whatever differences of opinion there may be on political, financial, or international questions, there can be none that the prosperity of the country and the preservation of our republic are dependent upon the means of education afforded to the people. *A debased people, sunk in ignorance, or any large number of such a people, is an unsafe depository of free government and an uncertain guardian of national honor and interests.*

"A popular government," said President Madison, "without popular information, or the means of acquiring it, is but a prologue to a farce or tragedy, or, perhaps, to both." A materialist may hold that the origin, existence, and death of nations may depend on physical influences which are themselves the results of immutable laws," and that latitude and longitude may be the essential factors of national power; but the statesman and publicist know that civilization, or "perfection attained in collective and organized life," is dependent upon the constituent members of society, and these members must have improvement of mental and moral nature, not from geographical position, but, in large measure, from the agencies of government."

Regretting that we cannot embrace all the able views of the Hon. General Agent in this sketch of the proceedings of the Board of Trustees, we must now close with the remark that the Hon. Board passed a very liberal resolution, directing the annual distribution of Peabody silver and bronze medals to Normal and common schools in the South, as incentives to proficiency and excellence; and that the Hon. T. C. Manning, of Louisiana, submitted to the Board his able correspondence with the Governor of Mississippi, touching the payment of interest due the Peabody fund, by our neighboring State on her bonds issued in payment for stock in the Planter's Bank, held by the State. These bonds having been repudiated by the Constitution of Mississippi, in 1875, the Governor of the State could only promise to submit Judge Manning's letter for such action as the Legislature may think proper; but it is very justly and appositely set forth by our distinguished ex-Chief Justice, now an honored Trustee of the Peabody fund, that this "repudiation was made nearly ten years after Mr. Peabody's donation of the bonds to our Board, and at a time when the children were receiving their full proportion of the fund, derived from bonds and other investments upon which interest

has been paid. It is impossible to believe that this was done with a full knowledge of the history of these bonds, and of the effect of the loss of this income upon the education of Southern children." We trust that the enlightened Legislature of Mississippi will, at its very first session, devise some measure by which the just claim of the Peabody Board of Trustees can be satisfied. The entire South is conscious of its great obligation to Mr. Peabody and his Trustees.

TRUANCY.

We doubt the efficacy of any form of corporal punishment as a cure for truancy. Experience does not show that punishment is an infallible cure for any sort of crime. It may serve as a check to the evil designs of the criminal in his future conduct, by the pain which it brings for a time; it may serve as a warning to others disposed to do wrong; it may vindicate the justice of a violated law and an offended law-giver—but it does not reach the nature and disposition of the culprit. It is better to get at the cause of the offence, and when that is ascertained the conduct may be turned in another direction. Truancy is not always due to influences outside of the school-room. In many cases investigation will show the existence of some unsuspected cause of dislike to the school-room on the part of the offending pupil. A long standing quarrel with a school-fellow; unpopularity for some cause, real or imaginary, with class-mates, may make school life so repugnant as to be avoided at any risk. It may be that the daily lesson is beyond the comprehension and utterly distasteful, or that it encroaches upon the hours after school when the animal part of the boy clamors for fresh air and free activity—or it may require an amount of preparation which the circumstances and habits of the family do not allow. The boy, unable to get the required task, is unwilling to risk the penalties of failure and resorts to truancy in self-defence. Corporal punishment is certainly not the proper remedy for offences growing out of such conditions.

2. Temporary suspension from school privileges is one of the most objectionable forms of school punishment. It does not increase the appreciation of the value of those privileges in the mind of the pupil. It sanctions absence, which is the very thing to be avoided. It makes so wide a break in the school life and habits of the pupil as make reform almost hopeless. It confirms the evil disposition and vicious associations—so that it rarely, if ever, happens, that a suspended pupil returns to school, better or more manageable by reason of his absence.

3rdly. Truancy is more an offence against home government than against the school. It is the duty of the parent to see that his child goes to school as ordered to do. It is the duty of the teacher to instruct and take proper care of that child in the school-room. The two duties are distinct, and should not be confounded. The teacher cannot be held responsible for duties which belong to parental government.

Our conclusions, therefore, are, that the teacher, in the interest of the scholar, should use every reasonable effort to make the school-room attractive and interesting. That the personal habits and dispositions of the pupils should be carefully noted, so that antagonizing influences may be removed. That every effort which patience and tact can command should be made to secure the confidence and good will of even the most perverse and wilful scholar.

When all these measures fail and are thwarted by persistent truancy—and the parent manifests no intelligence to aid the teacher in correcting the offence—the penalty is not corporal punishment, or suspension, but dismissal from the school. It is a serious affair for the boy—may influence all his future life but the responsibility for all the consequences rests upon the parent and not upon the conscience of the teacher.

The Old and the New Methods.

The following extract from the first volume of Niles Register, published in 1811—giving an account of certain innovations in school instruction, by a Professor Neef—looks very much as if some modern ideas, loudly commended for their originality, may have existed at an earlier period than is commonly supposed. Perhaps the "Venerable Fathers" who shake their heads wisely when told of new methods and the latest improvements, may have known some things as well as their descendants. In ideas there is a transmigration of souls, and it is only when the connecting link is wanting that we mourn over lost arts. In the extract referred to a parallel is drawn between the common method of school work and that pursued in Neef's school.

By the old system children have a primer or horn book put into their hands, and they begin to learn the arbitrary and unmeaning names, and certain signs called an alphabet. By Neef's system they begin to learn the names of all their limbs, members, and different relations and use of all parts of the human body. Nearly two years elapse before they hear of an alphabet or a book, or pen and ink until they are able to read and write. This is an apparent paradox, but it is nevertheless true.

The second stage of the old system is to spell single syllables. The second stage of Neef's is to put a slate and pencil before the boy, and to bring his hand to the habit of drawing a straight line without the aid of a rule, and to draw the line to any given number of inches as called for by the eye only, and without any rule to measure by, excepting after it is done, to exhibit its accuracy.

The third stage in the old is by words of three syllables, to spell.

The third stage of the new is to divide the straight line into any number of parts by the eye, instantly, and with an exactness which shall stand the test of the compass and rule.

The fourth stage of the new school is, to discriminate between the properties of lines horizontal, vertical, and oblique—and so he proceeds to *figures of vertical objects.* Thus, a boy being able to draw a horizontal line, and an oblique line, descending from the left to the right or contrary, and who can by his eye draw it exactly of a length required, is competent to describe any figure composed on its exterior of straight lines: and by the same process the child is trained to form figures of any kind. Will somebody tell us something more about this Professor Neef? We can find only the mention of his name in the article from which we have quoted.

Punctuality, as an Element of Education.

Habitual want of attention with reference to the ordinary engagements of life implies, or seems to imply:

1. A low estimate of the value of a promise.

2. Indifference to the importance of accuracy and exactness in the use of language.

3. Disregard for the comfort and convenience of others.

4. Indifference to the claims of society which is sustained by an equitable dis-

tribution of burden and responsibility for the general good and happiness of all its members.

5. Neglect of an important element in the display of character which is to be exercised not only for individual comfort, but as a means of influencing the conduct and character of others.

Leaving out of the question, higher moral considerations, we are of the opinion that there remains much in the subject to challenge the attention of all educators of youth. No moral or intellectual training can be regarded as successful which does not embrace the whole character and all the relations of youth to the important duties of life. Punctuality in all forms of duty should be enjoined in the school-room, not simply as a habit advantageous to systematic work, but as an obligation which is due by the scholar to himself as well as to others. Its effect will not be to make of the boy or girl a mere machine, a piece of routine from which all the freshness and spontaneity of youth have been pressed out by an iron rule. Liberty is not license. Freedom, as well as custom, has its laws. Duty is a word for youth as well as for riper years Punctuality implies something more than mere presence at roll call and a favorable report under the head of attendance. That is but its outward form of expression. How many of the pupils, even in the higher classes of a large school, know of any other definition or any other reason for punctuality, than that it is a rule of the school, and that disobedience or failure is to be followed by some form of punishment? It is a great life lesson to be learned as all other life lessons are learned, first in the school-room, afterwards in the broader fields of activity. It is neither safe nor wise to remit to the struggles and buffetings of stern experience the knowledge which can be more easily aud safely acquired in the formative period of youth.

The tendency is to rigorous punctuality in all departments of business. Trains of cars daily arrive from distant cities and depart hence, upon time tables, the exact observance of which is often necessary for the preservation of lives and property. A train "behind time" is in peril itself, and a source of danger to others. Factories must be managed in the same careful way. Telegraph and steam have broken up all the old easy slip-shod methods, and minutes and seconds have become important.

Something of this energy should be infused into the work of the school-room. A proper arrangement of studies is needed, that the work to be done may be mapped out. The order of exercises, as previously arranged, should be the law of the school-room, for the government of both teacher and scholar.

Habits of study should have reference to the prompt and punctual order of recitation. To procrastinate the labor of preparation until the last moment, will beget irregular and spasmodic exertions prejudicial to health as well as to mental progress. Habits of punctuality will be greatly influenced by such means.

The Unfinished Picture.

An Address to a Graduating Class of Young Ladies,

BY HON. E H. FAY,

State Superintendent of Public Education.

Young Ladies:

Reading not long since an interesting work by the late Bishop Marvin, "To the East by Way of the West," I was greatly charmed with his many and beautiful descriptions of the lands he had visited and the wonders he had seen,

and if I should be called upon to express a preference for any part thereof, think it would be for his visit to Italy, the land of art and sacred recollection.

I was particularly struck with his descriptions of his visits to convents and cathedrals to gaze in delighted admiration at the works of the Old Masters. A Titian; a Corregio; a Raphael; a Michael Angelo; each single production worth a king's ransom, and certainly well worth a journey hence, to Italy to gaze upon it, if but for a single hour. I noticed also a fact that I had nowhere seen stated before by either historian or traveler; it was that he found an unfinished picture by the last of the great artists just mentioned. — An Unfinished picture. What train of thought is not suggested to every mind, that will pause for one single moment and reflect upon an Unfinished Picture! Ah! an Unfinished Picture.

The sombre back ground all there. The foliage, perhaps, all complete; the outline perfect; the chiaro-oscuro all that the most scrutinizing critic could desire; the perspective with nothing to be added; but the image; the creation as it were, incomplete! Ah! who can finish what the Master's hand essayed in vain? Can another complete the work which we have left undone? No! The thoughts, the aspirations, the breathings-out-of-the-soul of one man cannot be portrayed on canvass, or even the living marble by the pencil or chisel of another e'en tho' he touched, or chipped "never so wisely."

Many hands essayed to complete the unfinished word-picture of Edwin Drood, but the pen fell back paralyzed from the fingers of the most daring, and another unfinished picture remained to be chronicled. An Unfinished Picture! Do even the greatest masters accomplish all their expectations? Are they not doomed to die in the midst of unrealized ideas? Did not Michael Angelo, who lived to an advanced age, leave an Unfinished Picture?

Such reflections might be pursued to an almost unlimited extent, but this hour does not permit us to follow the train further. And, young ladies, I have called your attention to this subject only as a prelude to a few words of warning and encouragement that your teacher wishes to give you just as we are on the eve of dissolving the relations that have for some time existed so pleasantly between us.

You are all, unconsciously tho' it may be, each and every day painting your life pictures. The ground work and coloring, you laid upon the canvass in infancy; the chiaro-oscuro, to a certain extent, has been put on during your school-days. The rivulet in the background flowing in silent obscurity from the mistily distant hills may represent that stream up which you have been so patiently ascending for years past in your search for the fountain of knowledge, and you have at last arrived at that trend in the valley whence the eye can no longer trace the stream even in the misty distance. Yet the source is ever onward and upward. Many travelers occupying the places you do to-day pause just here; sit down, and, in time, instead of resuming their toilsome journey, even retrograde, wandering over the plains strewn with flowers; which appear lovely in the distance, but when plucked have lost all pleasant perfume, and prove nothing more than the worthless sage brush of the desert. Should you imitate these examples, your life pictures will be unfinished. The mist that shrouds "The Beyond" will never be penetrated. A wise foresight caused the Great Author of our being to allow us to choose our own paths in life, else we would have

always chafed and fretted at the restraints that held us in our alloted paths; nevertheless his Hand has cut out all these paths, and hedges impassable on either side, prevent us from leaving the beaten one of our choice. These paths also appear in our life picture though rarely prominent.

The pleasures we have enjoyed all along our course may justly represent the foliage, green, fresh, and vigorous; with an occasional sere and yellow leaf of trial only to set off, more conspicuously, the green, by its contrast; but the picture is still unfinished. Do you inquire what more must be added? Will a touch here, a little heightening of color there, complete it? I answer, No! It does not satisfy you, even though the sunlight comes athwart that mountain gorge in lines of golden brilliancy almost parallel to the horizon. Still it is not complete. That fountain whence the stream proceeds has not been found; it nowhere appears; another struggle forward and the mist may be penetrated; the fountain revealed. Would you know whence that fountain springs? It flows from under the Great White Throne; the seat of the Lamb, and its name is: "Him, to know aright is life eternal."

My Dear Young Ladies:

That you may reach this Fountain and drink of its waters is the earnest, the kindliest, the best wish, that your teacher can express for you at this our parting. Be not satisfied to *admire* your Creator in the days of your youth, as some All-wise, inconceivable Being, far removed from you. Be not satisfied with an intellectual faith that would recognize God as an Author, a Creator, a Lawgiver—but strive for that childish faith that will enable you to approach Him in confidence as Abba-Father, not dread him as a Judge, but love Him as a friend. You have the promise, "Seek me early, and you shall find me," Rest not then till you have found this Pearl of great price; for its value is above rubies. Seek ye first the kingdom of God and all things shall be added unto you, Yes, even all things. Then, but not till then, is the picture finished, and you can say in the beautiful lines of Mrs Barbauld:

Life! I know not what thou art,
But know that you and I must part;
And when, or how, or where, we met,
I own to me 'tis a secret, yet
Life! we have been long together;
Through pleasant, as well as stormy weather,
'Tis hard to part, where friends are dear,
Perhaps 'twill cost a sigh or tear;
Then steal away—give little warning,
Choose thine own time—Say not Good Night,
But in that brighter clime—Bid me Good Morning.

National Aid to Education.

Several bills have been introduced in Congress, proposing to extend national aid to the States in the cause of public education. The subject is receiving marked attention at the present time. The census of 1880, showing the danger to which the future of the country is exposed from illiteracy, may have had something to do with the general increased interest upon the subject of education. There is evidently a forward movement all along the line. The subject is divested of political bearing, and the leaders of the great parties of the country vie with each other in expressions of zeal. The last project is in the form of a bill introduced by Senator Logan, appropriating the entire revenue of the taxes on distilled spirits—said to be sixty millions of dollars, to the subject of public education. Objection is made that the greater part of the revenue comes from the North, while the greater advantages

will accrue to the South, if the money should be distributed upon the basis of illiteracy, as proposed by the bill of Senator Logan. The same objection can be urged against Senator Blair's bill, or any other which regards the actual educational wants of the country. The appeal must be made to the candor and spirit of justice of the North. Sectional lines cannot be drawn in public education. The interests of the North or the South must be regarded as the interests of the whole people. It is true that the Southern States would receive a larger share of the national fund, because, unfortunately, the South has become burdened with the education of an emancipated race. It is only too evident that the South cannot bear that burden without aid from the general treasury. Justice and public safety alike demand that the colored people should be educated to a proper enjoyment of the citizenship to which they have been admitted.

We trust that some definite action will be taken upon the subject, now that the statesmen of the country have given increased interest to it. It is time that something was done. The cry of children for the bread of knowledge means something more than a figure of speech—in States which cannot, with present means, sustain a general and efficient system of public education. From twenty-five to forty cents, per annum, will not go far in the education of a child, nor, even in populous districts, will it maintain schools.

To support public education, by a tax on distilled spirits, is not, in the opinion of some, the most agreeable form in which relief could be given. Since a fund is raised in that manner, it is difficult to see how a direct application of the entire amount to the purposes of public education, can give less satisfaction than a circuitous appropriation of it, to the same end, from the treasury into which it has previously been paid as a part of the revenues of the country. The grand proportions of the sum proposed to be given, invest the measure with the profound interest of the whole country.

From the Inaugural Address of Gen. Lowry, Gov. of Mississippi.

EDUCATION.

I heartily concur with those who place education in the front rank of public and private duties, and who regard our free schools and institutions of learning as indispensable to our well-being. One generation performs no more sacred and important trust and obligation for another than that of qualifying its successor, by proper education, to appreciate and discharge its duty.

No matter what evils may exist in social and political organization, there is always room to hope for good where the means of moral and intellectual culture are liberally provided and vigorously employed. Free institutions cannot be separated from free schools. Universal suffrage is tolerable only when connected with universal education. Notwitstanding the successful operation of our free school system, and the large sums of money devoted by us annually for the last ten years to educational purposes, the extent of illiteracy among us is appalling. It is manifest that the State alone has not been able, and is not now able, to deal effectually and satisfactorily with this great evil; but this does not relieve us from responsibility. The dangers and obligations connected with this

subject are national as well as local.

It was well said by the late President Garfield, in his inaugural address, that "the dangers which arise from ignorance in the voter cannot be denied. It is a danger that lurks and hides in the sources and fountains of power in every State. We have no standard by which to measure the disaster that may be brought upon us by ignorance and vice in the citizen, when joined to corruption and fraud in suffrage. The nation itself is responsible for the extension of suffrage, and is under special obligations to aid in removing the illiteracy which it has added to the voting population. For the North and the South alike, there is but one remedy. All the Constitutional power of the nation, and of the States, and all the volunteer forces of the people, should be summoned to meet this danger, by the saving influence of education. In this beneficent work, sections, races, should be forgotten, and partisanship should be unknown."

We owe it to ourselves and to those who are to come after us, to maintain, increase, and improve our educational facilities to the best of our abilities, and to appeal to the General Government and to patriots everywhere in this behalf.

Rev. Gutheim's Lecture Before the Thornwell Society.

A large audience assembled in the First Presbyterian Church, on Monday evening, January 9th, to hear Rev. Dr. Gutheim's lecture on the "Political Constitution of the Ancient Hebrews."

The address opened with a pleasing allusion to the liberal sentiments which animated the members of the Thornwell Society. "Occasions like this must tend to soften, if not entirely remove lingering prejudices, and to promote peace and good-will among the children of men."

The various uses of the word "Theocracy" were examined, with the conclusion that "the Pentateuch containing the organic political law of the Hebrews, does not justify the current definitions of the term theocracy, coined by Josephus, as the Government of the Hebrew State, by the immediate direction or administration of God."

"But the term theocracy, correctly understood, may nevertheless be applied to the Constitution of the Hebrews. I mean to say that Israel was governed by the law of God, and that by virtue of this law the form of government may be styled theocratic."

The lecturer reviewed the political history and the form of government of the Hebrews, the various offices of priest, judge, king, and prophet.

The following graphic description was given of the prophet:

The Hebrew term "Nabee," invariably rendered by "prophet," simply means fluent speaker, an eloquent orator, a public lecturer, if you will. The prophet in ancient Israel represented what in our day we call freedom of speech. Inspired by Truth he poured forth his convictions with resistless powers. He addressed himself to the correction of errors and abuses that affected the social, moral and political interests of the body politic. He fearlessly rebuked the king upon his throne, the priest in his sanctuary, the elders, and the people, whenever an occasion required it. His utterances were direct, without any mystification, his style was clear and concise, but characterized by a fiery zeal and genuine sincerity, and adorned with metaphors and images that were borrowed from the popular surroundings and, hence, invested with a popular charm. As "Truth is the seal of God," as God is the

fountain of all truth, it may well be said that the prophet spoke by divine inspiration. He received no remuneration, nor did he occupy an official station. The prophets constituted no caste, no order, no sect. They had no passwords, countersigns, or grips. As the authority and influence of Moses, the first and greatest prophet, rested upon his moral excellence, thus every succeeding prophet should prove the genuineness of his mission by those noble and unselfish qualities for which Moses stands pre-eminent. The great importance which he attached to this institution may best be evidenced by his noble exclamation, "Would to God that all the Lord's people were prophets, that the Lord would put his spirit upon them."

The whole of the lecture was very instructive, and was received with great attention and evident satisfaction by the audience.

It was published at length in the Picayune of the 11th.

Private Education at the South.

In a very able article, under this caption, in "Education, an international Magazine," for January and February, 1882, the Hon. J. L. M. Curry (General Agent of the Peabody fund), does full justice to the Southern States of *ante-bellum* days, on the subject of facilities provided for the education of the white race. He proves, conclusively, that, in proportion to population, the South sustained a larger number of Colleges, Academies, and private schools, with more professors and more students, and at a greater annual cost, than was done in any other section of the Union. For convenience of comparison, we tabulate his figures as follows:

Per Census of 1860.

MASSACHUSETTS.

Population, 1,221,464; 8 Colleges, with 96 teachers, and 1,733 students: cost, $195,110; 319 Academies, with 633 teachers, and 14,001 students: cost, $490,-047.

VIRGINIA.

Population, 1,047,411; 23 Colleges, with 183 teachers, and 2,824 students: cost. $243,940; 398 Academies, with 720 teachers, and 13,204 students: cost $544,241.

NEW HAMPSHIRE.

White population, 325,579; 2 Colleges, with 29 teachers, and 390 students: cost, $26,370; 208 Academies, 351 teachers, and 11,441 students: cost $25,331.

SOUTH CAROLINA.

White population, 291,388; 14 Colleges with 90 teachers, and 1,384 students: cost, $192,675; 228 Academies, 367 teachers, and 8,227 students: cost, $293,244.

Similar results would follow from the comparison of other States. The Northern States had, in 1860, a white population of about 19,000,000; and the Southern about 8,000,000. The North had 205 colleges, 1,407 teachers, and 20,044 students, at a cost of $1,514,298; the South, 262 colleges, 1,488 teachers, and 27,055 students, at a cost of $1,662,419. These figures are given, not for an invidious comparison; but only for an intelligent comprehension of the subject in all its bearings.

Why the South was far behind the North, in the provision for universal education, is explained with great clearness and justice: the author showing his familiarity with every social and pecuniary question that interfered with the establishment of a liberally supported system of elementary free public schools. The article is worthy of being read and pondered over by every friend of Southern civilization. It closes with these wise suggestions, which we commend to the earnest attention of the statesmen of Louisiana:

"The elective franchise is not a universal catholicion—has no talismanic virtue; but it implies the possession of intelligence, an appreciation of the value of free institutions, and the courage and virtue to sustain and perpetuate them. This is a 'government of the people, by the people, and for the people.' The ballot is the freeman's prerogative. It is stronger than bayonets. It should be conjoined with patriotism, knowledge, and integrity; it often represents passion, prejudice, ignorance, crime. * * For a ballot to be free, it must be the symbol, not of stupidity, superstition, corruption, intimidation, but of exalted ideas, pure principles, and intelligent comprehension of its uses and ends. A ballot may be the despotism of ignorance, faction, and organized meanness.

"Illiteracy is a present, pervasive, and potential evil. It threatens the overthrow of free institutions. It is a corrosive malady poisoning the vitals of the government. No evangel of dynamite and dagger is the cure for this political pyæmia, but widely diffused, universal education, in alliance with Christian morality."

We ask the teachers in our schools to manifest interest in promoting the success of the JOURNAL. A little effort on their part would largely promote the circulation and usefulness of the undertaking. Send us educational intelligence, questions for discussion, notes of the work done by them and by others, views and opinions upon the best methods of teaching this or that branch of study, and the results accomplished by such methods. There are accomplished scholars, earnest workers, zealous and successful teachers in the schools of this city—will they not give us a helping hand in our efforts to make the JOURNAL a proper medium for the advancement of educational work? The labors of the Editors are entirely unremunerative, so that this appeal cannot be charged to any selfish consideration.

Every Year.

BY ALBERT PIKE.

The spring has less of brightness
Every year,
And the snow a ghastlier whiteness
Every year,
Nor do summer's flowers quicken,
Nor autumn's fruitage thicken,
As they once did, for they sicken
Every year.

It is growing darker, colder,
Every year,
As the heart and soul grow older,
Every year,
I care not now for dancing,
Nor for eyes with passion glancing—
Love is less and less entrancing
Every year.

Of the loves and sorrows blended
Every year
Of the joys and friendships ended
Every year,
Of the ties that still might bind me
My infirmities remind me
Every year.

Oh! how sad to look before us
Every year,
While the clouds grow darker o'er us
Every year,
And to see the flowers faded,
That to bloom we might have aided
And immortal garlands braided,
Every year.

To the past go more dead faces
Every year,
Come no new ones in their places
Every year.
Everywhere the sad eyes meet us,
In the evening's gloom they greet us,
And to come to them entreat us
Every year.

"We are growing old," they tell us,
"Every year;
We are more alone," they tell us,
Every year.
We can win no new affection,
We have only recollection.
Deeper sorrow and dejection,
Every year.

Thank God! no clouds are shifting
Every year
O'er the land to which we're drifting,
Every year.
No losses there will grieve us,
Nor loving faces leave us,
Nor death of friends bereave us,
Every year.

Practical Department.

EXCERPTA FROM THE COURSE OF LECTURES DELIVERED BY PROF. ALEX. DIMITRY, LL. D., IN 1872, BEFORE THE STUDENTS OF THE PEABODY NORMAL SEMINARY.

DEVELOPMENT OF THE SENSE OF DUTY IN THE MINDS OF PUPILS.

(CONTINUED.)

Looking to the fidelity of your studies in this valuable Normal Seminary, I feel that I may indulge in an augury of success for you in this branch of your future work. Prepared with every appliance, while you guide their young footsteps to the temple of learning, you will also lead them to the sanctuaries of conscience and direct their eyes to the beauties of virtue! You will, at all times, teach them to greet its image and invoke its blessings. Thus will you have protected your pupils from the touch of evil—a better and dearer consummation than to have healed them of the taint. They will cling to what is good and pure, because, in this reliance, they will have found the only indestructible prop and the true destiny to which we have been called by Providence. Now, the law of duty—social, moral, and religious—is the great law of our destiny on earth. It is an essential and immutable law, which, proclaimed by the universal conscience, binds the will of man to the avoidance of evil and the performance of good. Duty, therefore, stands before us with all the power of moral authority, commanding our respect for its precepts and our obedience to its calls. You will strive and think and act so that your pupils shall feel and acknowledge its holy authority. And to that end you will not consent to substitute mere force and constraint for that authority. Foster among your future pupils a salutary respect for authority · endeavor to ground that respect, not so much on your exhortations as on their own conviction of what is fit and good—especially endeavor that it shall never be marred by an admixture of servility or fear. Impress upon their minds that obedience is a just and natural protection of their frailness and inexperience—a just and honorable submission to the eternal law of right. If your efforts shall have seconded your own duty, you may be assured that your pupils will soon come to understand and appreciate the necessity, I may say, the dignity of such obedience.

Upon another head of this question, I would admonish you that you will be stepping into the wrong, should you attempt to convince children that their own interest lies in the performance of duty. Independently of the fact that any reasoning which could enforce that conviction, must be too subtle for the grasp of their tender minds;—your very attempt—instead of ensuring the desired conviction,—would only result in disfiguring and deforming the beauty of an essential law, which tenders no inducements for acquiescence in its mandate. Duty is independent of every interest; its place is on the pinnacles of society, whence it lords it over all the interests and conditions of life. But furthermore—you will again be stepping into the wrong, should you be unwisely tempted to exhibit to your pupils the law of duty as defined by rewards and punishments, for here, again, you would be distorting in their minds the essential notions of good and of evil. In other words, you would be teaching them that a thing is evil because it is punished, and that it is good, because rewarded. What you are to teach them, on the contrary, is that evil, in itself, deserves its punishment, as does good its reward.—Nothing can more deeply and fatally warp the character of morality, than to connect an unworthy and a mercenary intention with the performance of any duty which may be exacted at our hands.

There is a fact, to which your attention may have not been called, or your thoughts may not have turned—yet one, which, in the fulfillment of my duty, I cannot dissemble on an occasion like this. The fact presses upon us from every quarter of a country, once noted for morality; it comes to us with fatal warning—nay, with humiliating conviction—that the power of Authority is

everywhere weakened and impaired—that respect for law and habits of obedience are fast dissolving in our American society—once the paragon of all societies, ancient or modern. Where will you look for the cause of this calamity, if not in the gradual wearing away of the moral sentiment; in the indulgence of every lawless instinct; in the dissemination of corrupting doctrines that have their presses and their pulpits; in the inculcation of every species of fanaticism; in the abuse and perversion of power in the hands of political harlequins and of flagitious public servants; in the overthrow of all the moral laws which alone can give power and virtue to the social law. Every violation offered to the law of just authority is an invitation to public disorder and a bounty to public immorality! By a strange perversion of ideas, men have come to imagine that independence consists in an exemption from all authority—that freedom excludes respect for law, without which it never can exist—and that obedienee to the moral law and to its obligations is but a species of galling slavery!

The shadows of times, so dark and inauspicious as those, are even now gathering about the thresholds of the schools. But you will not allow the darkness to settle over our little sanctuaries of knowledge and of virtue. Like the Vestas of the ancient days, your hands will more piously cherish the sacred fire, which makes light in the mind, purifies the heart, and beacons man along the paths of duty and morality. While informing the mind, you will spare no exertion, omit no sacrifice, to press back to their fountain head, errors which, if unfortunately disseminated, must utterly pervert the individual character, disturb the social relations, and, with their disturbance, scatter to the winds every earnest of public prosperity and public integrity. Teach your pupils the great cardinal truth: that no right can exist save by the sanction of the moral law; and that, therefore, there is no right, which we can claim, unless it is attached to some corresponding duty. Teach them, that the real power of man, with all his wonderful capacities, consists in his fidelity to conscience; his real independence in his triumph over his passions; and his real greatness in his obedience to the eternal laws of morality.

Thus to teach, and successfully teach, you must understand the nature of your own authority and the extent of its reach. For a knowledge of the former, you will look to the rules and regulations under which you may be called to act; and for its application, as to extent, you will consult your own judgment for whatever is judicious, prudent, and right. Be consistent—be firm—be even—in its exercise; and you will soon find attention and respect, tending your admonitions and mandates. The power which will have been placed in your hands is one of trust for your pupils' benefit. Never use your authority for your own gratification or personal interest; but whenever used, let it be so in measures of sobriety and in answer to the necessity of circumstances. Do not impair its restraining influences by any unseasonable exhibition of its power. So balance its application that, in the act of displaying it, it may be unmistakeably justified by the motive which sets it into action, and the purpose to which it is directed. Command but seldom—speak but little—in order that you may be most readily obeyed. When, however, you do command, admit no parley and suffer no hesitancy. Your words of order will be so much the firmer by how much the more you will have habitually abstained from any undue, or uncalled for, exercise of your authority. Of that authority you will diligently study to keep all the prerogatives unweakened and unflawed. The more reasonable and more equitable it may have proved in your hands, the greater right will it claim to acquiescense and respect. Authority, grounded in the law of morality and the sense of duty, which is but one of its forms, must be as inviolable as the principles upon which it rests. In furtherance of this integrity of your authority—in the application of its demands, you will be careful to avoid any harshness of manner or excess of rigor; but you will fall back upon the stand of firmness to which I have counselled you, lest the sceptre of discipline should be shattered in your hands. The dignity of your

personal worth—that which you will have maintained in your manners and in your relations with your school, will root respect in your pupils' minds and rivet their obedience to your words. That respect will prove a profitable handmaid to the utterances of your command, and the staunchest monument to your lawful authority. Great contributions to that end you will no doubt derive from your pupils' affection and love; but to secure this chief—this all important—consummation, you will readily perceive that the affection and the love must be the growth of esteem, which never can be purchased by any self-wronging, if it be not guilty condecension, on your part.

A PROPER TONE IN READING AND SPEAKING.

BY PROF. GEORGE W. MINNS.

The Rev. Edward E. Hale has written a letter in which he calls for a reform in the bad voices to which, he says, his country women are trained. He ascribes the shrill, harsh voices of our women not to climate, but to the custom of the grammar and primary schools, which makes little girls "read up," as it is called. "The teacher," he says, "really expects a child of five to fill with her voice a room fifty feet square and fifteen feet high. The result is unnatural and detestable. The child ought not to read any louder at school than she talks naturally. But just as long as Miss Lovechild or Miss Screamwell, the teacher, expects the poor thing to 'read louder,' so long will she change her home voice for a school scream, and in the end the school scream takes the place of the home voice. Lear says of Cordelia,

> Her voice was ever soft,
> Gentle and low, an excellent thing in woman.'

"If I had money enough, I would have that written in large signs, in letters of gold, and hung in every school-room in the country. I do not write in the interest of public speaking. I should have no tears if I never heard a woman make a speech. But in the interest of reading aloud, of the school-room, and of talk, which is probably the thing which does most to make life happy, I urge a softening of these unpleasant tones."

So much for Mr. Hale. I do not think the voices of American women generally are shrill and disagreeable, and it seems to me that the genial satirist's charge is too sweeping when he says it is the "custom" of the public schools to force children's voices. In some country schools in New England this may be done, but I think the schools do not generally fall into this vicious habit. The cause of the fault complained of is the bad example of some parents and teachers, who use only nasal, head tones, who confound loudness or fulness of voice with high key, and who do not know what good, that is, natural readingis. So, such a teacher gives the direction to "speak up," and the child begins and continues to read upon the highest note of her voice, which is soon injured. The result is an unnatural tone in reading, which is sometimes called the "school tone." To remedy this evil, the teacher must cure the fault first in himself, if it exists there, so that he may show the children what good, easy, natural reading is, and he should practice them in the same manner, making them begin to read upon the middle tones of their voice. Let him endeavor, by judicious vocal exercises, to strengthen the middle and lower registers of the voice, and select pieces which require a great variety of tones. With distinct articulation, the children will then be easily heard and understood, and the reading not being labored will be agreeable to the ear. I never knew a child of five to be expected or asked to fill with her voice a room of the dimensions stated by Mr. Hale; but, if in good health, she can fill a much larger space out of doors, when at play. The trouble is not in reading in a large room; young children seldom do that—but that the training of the child in the use of its voice is altogether faulty and contrary to nature; the effect is a strained, harsh, and disagreeable voice.

Mr. Hale speaks in his letter of knowing his countrywomen in Europe by their loud, shrill voices, which could be heard the whole length of the public

dining-room. So far as I have heard, it is the brazen-faced, showy, sham, shoddy aristocracy that have these horrible screeching voices; it is their way of showing that they are *high-toned.* But we have all known women whose voices thrilled and charmed us like the sweetest music, because their hearts were full of kindness and good-will. Some people have thought there was no better test of character than the voice. It may sometimes give a wrong impression of the speaker—but most often a correct one — for the maxim, "Out of the abundance of the heart the mouth speaketh," is true in more senses than one. Shakespeare tells us that it was Cordelia's, the good daughter's voice, which was "ever soft, gentle, and low;" the thankless daughters were harsh and loud-voiced. Let the girls, then, never forget that pleasant dispositions make pleasant voices, and that the sweetest voice is attuned to a loving heart.—*The Teacher.*

THE STUDY OF SHAKSPEARE.

From an admirable article on the Study of Shakspeare, by E. S. Cox, in "The Ohio Educational Monthly," of April, we extract the following concluding observations:

1. The plays should first be read through somewhat rapidly and without reference to notes for whatever free and great impression they may make on the mind as entire works. For these readings, some good one-volume edition like the Leopold is perhaps the best, unless, indeed, one likes to see good wit in correspondingly good print, and in that case an edition like White's is recommendable. The print of the Leopold, however, is fair, and the introduction by Mr. Furnivall is to a sincere student worth the price of the book.

2. A few plays should next be selected for critical textual study. For this purpose Mr. Rolfe's edition or the English Clarendon-Press edition will prove the most serviceable. Abbott's Shakspearian Grammar and Schmidt's Shakspeare Lexicon will complete the equipment.

3. When the student has attained some acquaintance with the author's idioms, a somewhat freer style of study may be adopted. Less attention should now be given to technical matters of language and more to whatever is finest and highest in the poet's workmanship. The latest school edition of the plays by Mr. Hudson is admirably adapted to this kind of work, as is also the English Rugby edition.

In the earlier stages of one's study it is in general better to read Shakspeare than to read about him, but at the right time the mind is cleared and enlarged by consulting a few of the most apprehensive critics. The works by Gervinus, Hudson, and Dowden, are among the best of their kind, and are all that most students will want. These books, as well as Schmidt's Lexicon, should of course be found in the school library.

By some such course as the above, the student will come to know really something of the English tongue and something also of the treasures of English thought.

It may not be beside the purpose to refer in closing to Mr. Hudson's protest against the study of modern literature. There is a goodly store of wisdom certainly in all these finely-freighted sentences, but is the conclusion reached entirely philosophical? Our pupils will know modern life some time and may they not as well know its high and beautiful side first? After all, are not men like Emerson and Bryant and Longfellow fitted to be the instructors of their generation? If each age is so incapable of knowing its best intellectual workmanship, why is Mr. Hudson so sure of Webster?

No scheme of study, it may be safely affirmed, is entirely liberal which does not include a few first-rate modern names. Put health into a boy's brain certainly by the study of the older and greater masters, but let him also catch the impulse of modern life from a few of its noblest types of intellect and manhood.

PHYSICAL TRAINING.

Accidents cannot be avoided by keeping a boy in his nurse's arms or in a padded family coach. Sooner or later

he will have to rely on his own limbs, and it is best that time should find him well prepared. Let him rough it, barefoot and bare-headed; let him climb hills and take short cuts over fences and ravines; every fall, every skinned elbow and bumped head, will impart a lesson in the art of locomotion. Without apprentice fees of that sort he will never get to be a master. I would even connive at an occasional rough and tumble fight with a wild comrade; it will acquaint him with what Tallyrand used to call the "esoteric reason for preserving the peace." Constructiveness, too, often the redeeming propensity of a young scapegrace, has its dangers which had better be mastered than avoided. Instead of lecturing a lad or taking away his pocket-knife for cutting his finger, engage a carpenter to teach him the proper use of edge-tools. Let him have a little workshop of his own, with a lot of scrap-tin, boards, nails, and a five dollar tool-box. Ten to one that those five dollars will save ten cents a week for dime-novels, and, by and by, ten dollars a month for beer and tobacco. If your son should manifest symptoms of the collecting-mania, try to direct it to objects of natural history—herbs, beetles, or butterflies. It may lead to deeper studies and the love of nature in general. A passion for the study of natural history has often turned the scales in a choice between a farm and a dry-goods prison.—*From Dr. Oswald, on Physical Education, in Popular Science Monthly.*

ABOUT COINS.

Frequent mention is made, in the press, of American pennies, but pennies have never been struck by the United States. Our government strikes cents not pennies. It would be as proper to call our cents lepta or sesterces, as pennies. Great Britain is the only country that strikes pennies.

The making of coin in America began, it is believed, at Boston, Mass., in 1652, when the home government granted the colonial authorities leave to make a certain amount. The first were of the value of twelve pence, six pence, and three pence. The small letter upon our silver money refers to the place where made. C denotes Charlotte; D, Dahlonega; O, New Orleans; S, San Francisco, etc. Those having no letter were minted at Philadelphia.

Turkish coins, which are very common in this country, instead of A. D., use A. H.,—that is, the year of the flight of Mohammed, called the Hegira.

The first silver money struck by the Romans was in B. C. 269. The motto, "E Pluribus Unum," is first seen upon a copper medal struck in 1786. This was six years before the establishment of the government mint, and was struck, it is believed, at Newburg, N. Y., where there was a private mint at the time.

But few persons have any idea of the cumbrous nature of specie, especially silver and copper. When the British government remitted specie to Boston to repay their colonies for their disbursements in the Louisburg campaign, the bullion was brought in a ship of war and weighed twenty tons; the copper ten tons. The aggregate value was £183,700 (about $900,000). It filled 215 chests, and required thirty-five two horse wagons to transport it from the dock to the treasury.

Coins with dates referring to *Anno Domini* cannot be found earlier than the fourteenth century. There is one dated in Roman numerals MCCCLXXIV (1374) and one in Arabic numerals dated 1401. The first English coin referring to A. D., is that of Edward VI, with MDXLIV (1844). The date of all coins, struck earlier than the fourteenth century, may be known by referring to the king in whose reign they were minted.

Reckoning nickel at $2 per pound, the five-cent piece is worth a cent and a quarter. It weighs seventy-seven grains and a fraction. If, then, a nickel five-cent piece is lost, the government clears three and one-half cents on the issue.

The word penny in the Scriptures, and in ancient history, refers to a silver coin worth, by weight, about fifteen cents. As the word penny in modern times is always applied to a copper coin, mistakes upon this subject are common in the pulpit and in the Sunday school room.—*From New York School Journal.*

ASTRONOMY IN HIGH SCHOOLS.

My pupils have been so much interested in Astronomy, that their talk about it has brought to me many persons who wish to sell me some sort of apparatus for illustrating the motions of the solar system or some part of it. I do not much believe in these contrivances.—They are very apt to take the place of the observation of nature, a very pernicious result Besides, to understand the motions, one must study each separately. The observation of nature must precede the illustration of nature. A light and a ball revolving on its axis sometimes help. The very simplest apparatus is the best. Young folks have a superstition about complicated apparatus. It begets a vague wonderment which is very far removed from a scientific temper. God's own great machinery is undoubtedly the thing to study.—*Miss Eliza A. Bowen, in Scientific Monthly.*

NEED OF TECHNICAL SCHOOLS.

For the better development of our industrial interests throughout the South, we need more technical schools. That the people are becoming aroused to the importance of this subject is evi denced by the proposed technical school to be located at Atlanta, Ga., for the training of our youth in the manufacturing industries, and especially those relating to the principal southern staple. This proposed training school is to be furnished with the most improved machinery for the manufacture of cotton, and experienced managers will so train the pupils under their charge that they in turn will be fully fitted for the practical application of the knowledge that they will have acquired.

Such a system of special training for their life work will do much to counteract a lamentable fault in our present educational system, which leads our young men to think that there are easier and more respectable ways of earning a living than by hand and brain work. Clear grit is the best heritage. The inheritance of a fortune, without practical tact, ability and common sense enough to use it wisely, is a positive hindrance instead of an advantage. The need of the hour so far as our young men and women are concerned is specific training for life's daily duties.—*Louisville Farm and Fireside.*

We notice in several of our exchanges the complaint that teachers are in many places required to take charge of more pupils than they can well manage and instruct. This is a great evil, one that cripples the efficiency of the schools, and it certainly ought to be corrected. From Chicago and the West, as well as Philadelphia, New York and the East, comes the report of over-crowded school-rooms and over-worked teachers. In some of these places a single teacher is required to take care of and instruct from forty-five to sixty-six pupils,—more than one person can do and do it well, unless the classes are few in number. In commenting on this subject the *Educational Weekly* says: It is a well established rule, the world over, that "the larger the number of pupils, beyond thirty, for each teacher, the poorer the school." *The Teacher's Guide.*

THE TRUE TEACHER GROWS, IMPROVES.

If, after years of experience, a teacher cannot say, "I see clearer my imperfections, I am standing on difficulties which have been overcome, I catch new visions of my calling's future greatness," he has not the characteristics of a true teacher. Progress demands mind-work, heart-work, and a spirit that will see poetry in the common-place acts and sayings of life, and lead the imperfections of life towards the ideal perfection which is the ultimate of all things.

Full well I ken the banks where amaranths blow.
Have traced the founts whence streams of nectar flow.
Bloom, oh ye amaranths! bloom for whom ye may;
For me ye bloom not; glide rich streams away.
With lip unmoistened, unwreathed brow, I stroll,
And wouldst thou know the spells that drowse my soul?
Work without hope draws nectar in a seive,
And hope without an object cannot live.

S. F. Coleridge.

The Louisiana Journal of Education

Devoted to the Interests of Education, Public and Private, At Home and Abroad,

ROBT. M. LUSHER, WM. O. ROGERS.

EDITORS AND PROPRIETORS, NEW ORLEANS, LA.

TERMS:

Annual Subscription, 10 numbers, $1 00 in Advance.

Single Copies, 15 cents.

ADVERTISING RATES:

Space.	1 Mo.	2 Mos	3 Mos	6 Mos 5 Nos	1 Year 10 Nos
One Page.....	$15 00	$25 00	$35 00	$50 00	$80 00
Half Page.....	10 00	15 00	25 00	35 00	50 00
Quarter Page.....	6 00	10 00	15 00	25 00	35 00
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Educational Intelligence.

RURAL PARISHES.

PUBLIC EDUCATION IN RURAL LOUISIANA.

On this subject, the "Thibodaux Sentinel," of January 14th, discourses, with justice, as follows:

"A great deal of complaint is heard from many Parishes in this State about the inefficiency of the public school system, and occasionally some editor wakes up and grows eloquent on the subject. On reading these terrible philippics hurled at some unknown head, one naturally inquires what the people of those neglected Parishes are doing, and an investigation brings out the fact that they are doing nothing. If they would do as Lafourche does, *pay into the Parish School Treasury two dollars and a half for every dollar they receive from the State*, the Parish School Board would be enabled to make some showing to educate the children who are growing up in ignorance."

The Sentinel justly concludes, as follows:

"This thing of laying down in the shade and bellowing for Hercules to help us was shown to be a fallacy thousands of years ago. Unless the people themselves will (shall?) take hold of this matter, put their shoulders to the wheel and keep the waggon moving, they need not yell for Hercules to help them, because he wo'nt do it."—*Notre ami a raison.*

LAFOURCHE.

The "Thibodaux Sentinel" announces that the teachers of the Guion Academy are preparing for an exhibition and entertainment which will come off early in February, for the purpose of securing a sufficiency of means to extend the session of this excellent free school for a period of ten months. A small amount from each person who attends the entertainment will, it is suggested, make a handsome sum, which will be exclusively for the payment of teachers, and thus be a benefit to the children who attend school.

MOREHOUSE.

Bastrop.—We are gratified to learn that the School Directors of this Parish have established, in Bastrop, a Central Free Public School, which has been opened with a fair prospect of success. One hundred and seventeen pupils have already been enrolled, and placed under the instruction of three teachers—insuring the proper grading of the school; and there is a prospect of an early influx of thirty or forty more pupils, whose presence will necessitate the employment of a fourth teacher. Relying on the patriotism and energy of the Directors of Morehouse Parish, for the permanence of this central free school, we may be permitted to express the hope that such a school will be encouraged and aided by the Honorable General Agent of the Peabody Education Fund. Bastrop has heretofore been the seat of a flourishing college; and it is a radiating centre of influence for all North-Eastern Louisiana.

AVOYELLES PARISH.

The School Board of Marksville is evidently on the war path, if we may judge from the following resolutions, adopted at a meeting held January 16th, and published in the Marksville Review of the 21st:

"It was further resolved, that any teacher who shall be found negligent, and particularly who shall fail each day to teach the *six hours* prescribed by the Board, shall be dismissed from service, and that due notice of this resolution be given to each teacher.

"It was further resolved, that the School Board, in the most positive terms, reiterates and readopts its resolution of last session, not to keep in its employ any teacher who makes use of ardent spirits as it considers any such person wholly unfit to have charge of the plastic minds of children."

CITY SCHOOLS.

The Annual Report for the year closed December 31, 1881, shows, for nine months:

Average daily attendance,	boys, 6,979	
	girls, 7,587	—14,566
Average daily roll,	boys, 8,225	
	girls, 8,910	—17,135
Average monthly roll,	boys 8,137	
	girls, 8,890	—17,027
Total Enrollment,	boys, 11,946	
	girls, 12,455	—24,401

MONTHLY MEETING OF CITY SCHOOL BOARD.

Wednesday Evening, January 4th. 12 members present. President Semmes in the chair.

The Superintendent submitted a revised course of instruction for primary and grammar schools. Also, the following recommendations for Teachers' Institutes:

It is the custom of the Board to place new teachers in the lowest primary grades, vacancies being made there by promotion to higher positions. The practice is based upon a desire to do justice to teachers of long service. It is worthy of note, however, that the teachers thus placed in the primary departments are generally young and inexperienced, that the rooms placed under their charge have the largest attendance of any in the schools, and that the instruction to be given by them is of the first importance, though primary in its character. As changes are constantly occurring among so large a corps of teachers as are employed in our school system, I respectfully submit to the Board that some provision should be made for a Teachers' Institute, which could be held, under direction of the Superintendent, without expense to the Board, having for its object the consideration of improved methods of instruction and school management, and holding its sessions at such times as would not interfere with the regular school work. This institute, if rightly conducted, would be of service to all newly appointed and inexperienced teachers who, by resolution of the School Board, should be required to attend for at least six months from the date of their appointment. Our rules are silent upon this subject and give us no authority to employ this useful adjunct to a large public school system. The matter is submitted to the Board for its consideration.

Hon. B. T. Walshe, Treasurer, submitted his report of balances on hand. Balance for 1881, $446 90.

Mr. W. F. Mellon, reported results of recent examinations of candidates. Of 106 candidates for the Boys' High School, 66 passed their examination successfully and were admitted—40 having failed were rejected. Of 165 girls, 66 were admitted and 99 rejected. 63 per cent. was the standard, 3 per cent. higher than the standard of last year. The Committee recommend a still higher standard. The results of the examination show great inequalities in the preparation of the candidates—some schools sending no candidates, some sending large classes all of whom were rejected—others sending classes equally large, all of whom were admitted. The report of the Committee closed as follows:

Your Committee respectfully suggest, that this Honorable Board should cause an investigation to be made into the

causes of these real or apparent inequalities of the candidates from the different schools, and of the differences in proficiency shown by the boys and girls from the same school. Your Committee cannot conceive that any difference in the systems of marking can explain or account for the fact that the boys are admitted and all the girls are rejected who come forward from the same school; all children of parents in the same rank of life, for all are from the same neighborhood. Your Committee, after investigation into the merits of the proposition, beg leave to recommend that a three years' course be adopted for both the High Schools, and they submit herewith a curriculum of studies they have concluded to recommend, and leave the Board to adopt or reject.

Respectfully submitted.

Mr. Bartley offered a resolution to carry out the Superintendent's recommendation relative to the Teachers' Institute. The resolution was adopted. It authorizes the Superintendent to organize an Institute in connection with the public schools, which shall be open to all teachers who may desire to attend, and which shall be attended for at least six months from the date of their appointment by all white teachers who may hereafter be appointed by this Board, and who have not had at least one year's experience as a teacher in the public schools of this city. The meetings of the Institute are limited to two per month. The object of the Institute is the improvement of teachers in the art of school management and in the right use of methods to be observed in the instruction and discipline of children in our public schools. The Institute shall be conducted at no expense to the Board, except extra pay of the porters of the school where the Institute is held. Until the number of colored teachers in the city schools shall render it practicable to form a similar Institute for them, all newly elected teachers of this class who are not graduates of the Peabody Normal School for colored students, or who have not had at least one year's experience as teachers in our public schools, shall be required to attend one annual session of said normal school before they are permanently elected as teachers by this Board.

Mr. Handy was appointed to fill the vacancy in the Committee on Teachers by resignation of Mr. O'Neil, and Mr. P. Lanaux was assigned temporarily to the same vacancy during the absence of Mr. Desdenus.

The Committee on Academic Departments was instructed to examine into the differences in the grammar schools shown by recent examinations.

The Curriculum for the High Schools was adopted as follows :

CURRICULUM OF BOYS' HIGH SCHOOL.

First Year—Junior Class.

Whitney's Essentials of English Grammar, to May 1st, followed by Hart's Rhetoric, commenced. Ancient and Modern History. Arithmetic reviewed, Algebra begun. Physiology. Bingham's Latin Grammar. Keetel's French Course. Penmanship. Book Keeping. Stenography.

Second Year—Intermediate Class.

Hart's Rhetoric completed. Upham's Mental Science begun Collier's English Literature. Algebra completed. Geometry begun. Bingham's Cæsar. Natural Philosophy. Book-keeping. Stenography and Linear Drawing. Keetel's French Course, continued.

Third Year—Senior Class.

Mental Science completed. Plane Trigonometry. Surveying. Astronomy, to May 1st. Chemistry, to close of session. Virgil, Latin Prosody, French Course. Telemachus. Political Economy. Book-keeping. Drawing. Stenography. Constitution of United States.

CURRICULUM OF GIRLS' HIGH SCHOOL.

First Year—Junior Class.

Webb's Manual of Etymology, with written exercises. Whitney's Essentials of English Grammar. Arithmetic reviewed, Algebra begun. Physical Geography, to May 1st; Botany, to close of session. Fasquelle's Introductory, with dictation; Selected Readings.

Second Year—Intermediate Class.

Hart's Rhetoric, Ancient History, English Literature, selections from standard authors; Algebra, completed and

reviewed; Geometry, begun; Natural Philosophy, to May 1st; Physiology, to close of session; Fasquelle's Advanced Course, Dictation, Colloquial Phrases, Reading, Orthography, Analytical and Rhetorical exercises through the session.

Third Year—Senior Class.

Collier's English Literature, Upham's Mental Philosophy, Modern History, Robinson's Elementary Geography, completed; Chemistry, with experiments to May 1st; Astronomy, to close of session. Fasquelle completed. Translation, Composition, Colloquial Exercises. Selected Readings, Composition, Elementary Studies reviewed.

The Committee on Text Books recommended that the following books, which have been adopted by the State Board, be added to the course of instruction prescribed for the city schools, viz: Webb's Model Etymology and Derry's History of the United States. "Well's Science of Familiar Things," was recommended for adoption in the schools, subject to the approval of the State Board. The report was adopted.

The following communication was received:

CLEVELAND, O., Dec. 6, 1881.

Mr. John J. O'Brien, Secretary Board of School Directors, New Orleans:

Dear Sir—I am directed by Mrs. Garfield to gratefully acknowledge for her family and herself the resolutions of sympathy of the School Board of New Orleans. Please to convey the same to the members thereof.

Very truly yours,
C. O. ROCKWELL.

A communication from Mr. D. M. Brewer, offering to teach elocution in the schools, was referred to the Committee on Teachers.

The Board then adjourned.

TEACHERS' INSTITUTE.

The introductory meeting of the Teachers' Institute was held at the Girls' High School, Clio Street, on Saturday, 21st inst. A heavy shower interfered with the attendance of the Teachers—the Principals being generally present and their Assistants generally absent. The whole number present was about seventy. In consequence of the slim attendance the opening was delayed from half past ten to eleven o'clock. The programme consisted of:

An address to the Teachers of the Public Schools of New Orleans, by the Superintendent, W. O. Rogers.

Instrumental Music, by Prof. Richard.

Recitation, Poe's Raven, by Professor D. M. Brewer.

General discussion on work of the Public Schools.

The next meeting is appointed for February 4th, and the following programme is announced:

Kindergartens, by Mrs. J. E. Seaman.

Primary Reading, by Prof. D. M. Brewer.

Study of History, by Miss M. R. Chevallié.

School Discipline, by J. V. Calhoun.

The resolution of the School Board requires all newly appointed teachers who are without previous experience to attend these meetings. The subjects brought up for consideration are of great importance in the work of the schools and claim the attention of all teachers who desire to excel in their profession.

GARFIELD SCHOOL.

This is one of the largest and most important of our public schools—the only one for boys in the third ward. Comprising the most thickly settled section of the city—from Julia to Canal streets, from the river to the rear of the city. The school is overflowing with children, 831 having been enrolled at the close of December last. It is located in a rented building, formerly known as the School of Medicine, on Common Street, and there has been a considerable outlay of money to adapt it to the requirements of a large school. Within the last few days the ownership of the property has changed hands, and at the expiration of the present lease, in August next, it must be given up by the School Board. Unless some other provision can be made, this school, in the very heart of the city, must be abandoned, and a large part of the people

deprived of school privileges. It is idle to talk about renting another building—the school is too large to be thrust into the scanty and irregular accommodations afforded by private residences. There is not vacant property enough, above the style of a barn, or stable, in all the Third Ward, which would hold half the number of pupils now being instructed in the school.

What is to be done about it? We trust that the subject will be brought to the attention of the City Administrators at an early date, so that there may be time to prepare against the emergency which is to occur when the children now attending the "Garfield" are deprived of school privileges.

No time is to be lost. At least six months should be allowed for the construction of a building of the proportions required for the accommodation of this school.

Masters J. C. Logan and Henry Waldemur Marx, recently examined for promotion from Grammar to High Schools, with satisfactory records to attest their scholarship and moral character, have been appointed by his Honor, Mayor Shakspeare, to free scholarships in the University of Louisiana. This is in conformity to the ordinance giving the city the right to appoint five cadets from the public schools to the Academic Department of the University.

Mr. J. A. Sillem, of Amsterdam, Holland, and a Director of Public Education in that city, is on a tour of inspection through this country. He spent several days looking into our school system. Being familiar with school work he was invited by the Superintendent to take a hand in the examination of pupils. Naturally he struck upon geography as a text, and with the following results:

Children, where is Holland? In Europe.

What is its Capital? The Hague.

Its most important City? Amsterdam.

The chief export of the country? (Invariably) Holland Gin.

Any thing else? (Occasionally) Dutch Cheese.

Examination upon that branch closed with applause. The children were of intermediate grades and answered well as far as they had been taught—exports of Holland being beyond their attainments.

Herr Carl Herzog, German Secretary of State, and late Chief Secretary for Alsace-Lorraine. who is on a tour of study through the United States, Mexico and South America, paid a flying visit to some of our schools during last month, accompanied by the City Superintendent. The distinguished stranger expressed himself as greatly pleased with the intelligent answers and with the cheerful, happy appearance of the pupils.

The following programme of Studies to be followed in the Public Schools of New Orleans, was approved by the City School Board, at the January meeting.

SUPERINTENDENT'S OFFICE,

New Orleans, January 2. 1882,

To the Principals and Assistant Teachers of the Public Schools, City of New Orleans.

Your attention is invited to the graded course of study presented herewith. The few changes which distinguish it from the curriculum, dated May 1878, are the results of experience in the work of the schools under the former programme and are intended to bring the amount of work to be done in more exact conformity to the present condition of the schools, and with the results which may reasonably be expected in a session of nine or ten months.

The introduction of the one or two new text books named in the 8th year course will be made with reference to the present condition of the classes. Pupils already furnished with Holmes' History of United States, or with Martindale's Natural Philosophy, will be allowed to continue the use of the same during the new session upon which the schools have entered.

Much care has been taken in the preparation of this curriculum in order that it may serve as a safe and reliable guide for daily work without imposing undue restriction upon the free exercise of individuality on the part of the teacher. The spirit, labor, talents of the teacher

will determine the character of the school-room and the progress of the pupils. In graded schools the condition of any one department exercises an important influence upon the higher rooms, and not only the general relation of the several classes, but the improvement of the pupils in their school work must depend upon some comprehensive plan of operation. Principals are requested, therefore, to see that their assistants are furnished with the course of study for their respective rooms and to require that it shall be followed as a general guide for the work of the year. The Superintendent should be notified of the existence of any irregularity in the promotion of classes, use of books, or changes in the order of study.

The work heretofore prescribed for the 8th year course has been lightened by the elimination of the Higher Arithmetic, and by limiting the use of Cornell's Physical Geography to the first seven chapters. The latter change has been made partly because the subject embraced in the remaining chapters are more fully discussed in the High School course, and, also, because the entire work cannot be mastered in one session without over-burdening the memories of the pupils or trenching upon the time and attention which can be more profitably given to other studies.

The reading, spelling and writing exercises require particular attention. The importance of the work begins with the first lessons in the primary department and runs through the entire course of instruction.

In the lower rooms where reading is apt to be regarded as the principal study —the daily lessons are frequently too long—the pupil catching the sound of words without comprehending the meaning, or learning how to spell them. Reading lessons should be short, the words thoroughly understood. Much attention should be given to writing—on slate and the copy-book. Blank books, without copies, should not be received as proper writing books. Dictation work is important for all grades.

The general end of all instruction in our public schools, so far as the purely intellectual part of the work is concerned, is to develop the understanding and not simply to burden the memory with a collection of rules, facts and examples. Any thing which a pupil may be reasonably expected to do and to understand, as the result of the knowledge of the principles contained in our course of study, must be regarded as a fair test of proficiency, or of qualification for promotion to higher grades. Examinations should have reference to the understanding and not merely to the accuracy and power of the memory.

This curriculum is specially designed to strengthen the work in our primary and grammar departments—upon the character of which the success of our entire system depends. In all schools, where there are not more than two first assistants, pupils should not be regarded as candidates for promotion to the High School until they have spent at least two years in the Principal's rooms, and have satisfactorily completed the 7th and 8th years' course of study prescribed therefor. The opposite plan weakens both the Grammar and High School.

The undersigned cheerfully acknowledges the efficiency and fidelity of the Principals and Assistant Teachers, and having a common desire with them, to advance the reputation and usefulness of our public schools, invokes an earnest co-operation in all efforts to improve the methods of instruction and to enforce the right use of the means and facilities at our command.

PRIMARY DEPARTMENT.

1st Year. 8th Grade, Primary D, 3d Assistants.

2nd Class. The instruction in this class should be chiefly oral. Great care should be taken in the cultivation of the voice, and in forming habits of correct articulation and pronunciation of words. Teach the Alphabet by the combination of letters into familiar words. From words, pass to short easy sentences. Each pupil should be furnished with a slate and pencil and be required to copy from the blackboard the daily lessons which have been written by the teacher. The spelling and reading charts should be constantly used until the pupil is familiar with the exercises contained on them.

For the First Class continue the oral instruction with written exercises upon

the slate and blackboard. Teach the Roman and Arabic notation as far as 100. Also, Addition and Subtraction Tables, the days of the week, months of the year, etc. Begin and complete the First Reader. During the last ten or fifteen minutes of the school day, the teacher should exercise her division in some simple object lesson, to encourage habits of reflection and attention

2d Year. 7th Grade, Primary C, 3d Assistants.

Watson's Second Reader, begun and completed. Watson's Independent Speller begun. Multiplication and Division Tables. Robinson's Primary Arithmetic complete. Writing and reading numbers to one hundred thousand. Slate exercises in writing and spelling. Oral instructions in Geography from Maps. Object lessons continued. Class exercises in definition, and proper use of words from Second Reader.

3d Year. 6th Grade, Primary B, 2d Assistants.

Watson's Independent Third Reader, complete. Watson's Independent Speller, continued. Mitchell's First Lessons in Geography, complete. Notation, Numeration, four ground rules. Writing, Spencerian Tracing Books—half-hour daily. Dictation Exercises in Writing and Spelling words from Third Reader. Select readings by the teacher continued, pupils exercised in correct use of words and forms of expression. Map Drawing.

4th Year. 5th Grade, Primary A, 2d Assistants.

Watson's Fourth Reader, complete. Independent Speller, completed. Robinson's Rudiments of Arithmetic to Decimals. Mitchell's Primary Geography to Map of Europe. Penmanship, Spencerian Copy Books, half-hour daily. Dictation Exercises in the use of Language. Map Drawing upon slate and blackboard. Give short lessons in reading and require the spelling and definition of all the words used in the Fourth Reader.

GRAMMAR DEPARTMENT.

5th Year. 4th Grade, Grammar D, 1st Assistants.

Watson's Independent Fifth Reader, to page 200. Wilson's Large Speller, through one-half the work. Rudiments of Robinson's Arithmetic to Percentage. Mitchell's Primary Geography. completed. Butler's Primary Grammar, completed. Select Readings and Recitations. Original Compositions, Letter Writing. Penmanship, Spencerian Copy Books, half-hour daily. History, Swinton's U. S., through Revolutionary War.

6th Year. 3d Grade, Grammar C, 1st Assistants.

Watson's Fifth Reader, completed. Wilson's Large Speller, completed. Robinson's Rudiments of Arithmetic, completed. Butler's Practical Grammar, coarse print to syntax. Swinton's Primary History of United States, completed. Dimitry's Louisiana. Mitchell's Intermediate Geography to Map of Europe. Penmanship, Spencerian Copy Books, continued. Original Compositions. Select Readings and Recitations.

7th Year. 2d Grade, Grammar B, Principal's 2d Class.

Watson's Independent Sixth Reader, commenced. Robinson's Practical Arithmetic to Percentage. Butler's Practical Grammar, completed. Orthography—Webb's Etymology to page 90. Holmes' or Derry's History of U. S. to Revolutionary War. Mitchell's Intermediate Geography, completed and reviewed. Penmanship continued. Spencerian Copy, tri-weekly. Original Compositions. Select Readings and Recitations.

8th Year. 1st Grade, Grammar A, Principal's 1st Class.

Watson's Indedendent Sixth Reader, complete. Webb's Model Etymology, complete. Robinson's Practical Arithmetic, completed. Swinton's Composition, complete. Cornell's Physical Geography, to Chapter VIII. Martindale's Natural Philosophy. Familiar Science. Holmes' or Derry's History of United States, from Revolutionary War, and the whole reviewed.

Pupils of this division should be exercised in Original Composition and Recitation, and in writing such Historical and Geographical Essays as may require home reading and investigation.

The examinations in the month of December, for Admission to the Academic Departments, will embrace all the studies of this grade.

Respectfully,

WM. O. ROGERS,

Chief Superintendent Public Schools, N. O.

Miscellany and Acknowledgments.

A LATIN TESTAMENT OF THE 4TH CENTURY.

The following Will, indited in strict conformity to the Roman law, will interest the Nestors of our Bar, no less than the scholars to whom we commend its careful perusal. We invite an English version of the document from such of our readers as shall have been edified by its provisions:

TESTAMENTUM GRUNNII PORCELLI.

M. Grunnius. Corocotta. Porcellus. Testamentum. Feci. quod. quoniam. manu. mea. scribere. non. potui. scribendum. dictavi. Magirus. cocus. dixit. Veni. huc. eversor. domi. soliversor. fugitive. Porcelle. ego. hodie. tibi. vitam. adimo. Corocotta. Porcellus. dixit. Si. qua. feci. si. qua. peccavi, si. qua. vascula. pedibus. meis. confregi. rogo. domine. coce. veniam. peto. roganti. concede. Magirus. cocus. dixit. Transi. puer. adfer. mihi. de. culina. cultrum. ut. hunc. Porcellum. faciam. cruentum. Porcellus. comprehenditur. a. famulis. ductus. sub. die. XVI. Cal. Lucerninas. ubi. habundant. Cymæ. Clybanato. et. Piperato. Coss. Et. ut. vidit. se. moriturum. esse. horæ. spatium. petiit. cocum. rogavit. ut. Testamentum. facere. posset. Inclamavit. ad. se. suos. parentes. ut. de. cibariis. suis. aliquid. dimitteret. eis. Qui. ait. Patri. meo. Verrino. Lardino. do. lego. dari. glandis. modios. XXX. et. matri. meæ. Veturrinæ. Scrofæ. do. lego. dari. laconicæ. siliginis. modios, XL. et. sorori. meæ. Quirinæ. in. cujus. votum. interesse. non. potui. do. lego. dari. hordei. modios. XXX. et. de. meis. visceribus. dabo. donabo. Sutoribus. setas. Rixatoribus. capitinas. Surdis. auriculas. Causidicis. et. verbosis. linguam. Bubulariis. intestina. Esiciariis. femora. Mulieribus. lumbulos. Pueris. vesicam. Puellis. caudam. Cynædis. musculos. Cursoribus. et. Venatoribus. talos. Latronibus. ungulas. et. nec. nominando. Coco. do. lego. ac. dimitto. popam. et. pistillum. quæ. mecum. detuleram. a. querceto. usque. ad. haram. liget. sibi. collum. de. reste. Volo. mihi. fieri. monumentum. ex. litteris. aureis. scriptum. M. Grunnius. Corocotta. Porcellus. vixit. annos. DCCCCXCVIIIIS. Quod. si. semis. vixisset. mille. annos. implesset. Optimi. amatores. mei. vel. consules. vitæ. rego. vos. ut. corpori. meo. benefaciatis. bene. condiatis. de. bonis. condimentis. nuclei. piperis. et mellis. ut. nomen. meum. in. sempiternum. nominetur. Mei. domini. et. consobrini. mei. qui. huic. meo. Testamento. interfuistis. jubete. signari.

Lucanicus. Tergillus. Nuptialicus. Celsanus. Lardio. Offellicus. Cymatus.

Signaverunt.

The French Government has organized a commission to cultivate the sense of beauty in the young. Its President proposes to erect school-buildings at once, elegant and appropriate, to decorate the larger colleges with beautiful friezes, and to ornament the bedrooms of the boys with tapestries and heliogravures of the best masters. He wishes also to establish in each lycée a small and attractive museum.

The 75th birthday of the poet Longfellow, which will occur on the 27th of February, will be celebrated in many schools throughout the country by readings and recitations from his writings. To all schools which propose thus to observe the occasion, Messrs. Houghton, Mifflin & Co., of Boston, the publishers of Mr. Longfellow's works, offer to send gratuitously copies of a neatly printed biographical sketch of the poet, with a fine portrait of him, and a picture of the famous and historic mansion at Cambridge in which he lives. Early application should be made, and the number required in each school stated.

The Longfellow Leaflets, published by the same firm, are admirably adapted for these celebrations, and will be sent to any address, post-paid, on receipt of 50 cents by the publishers. For 75 cents they will send the Leaflets and an excellent colored lithograph of Mr. Longfellow's house.

London last year provided additional school accommodations for 25,000 chil-

dren, and now instructs at the Board schools and at the voluntary schools over 500,000 pupils. Last year the cost per capita was $3,18.

The total expense of the Boston public schools for the past financial year amounted to $1,559,677 50. Of this sum, $30,324 29 was devoted to the maintenance of the evening high and elementary schools.

The Chicago School Board has receded from its rule requiring newly married teachers to resign their positions in the public schools.

The "*Yorktown Centennial Anniversary.*"

To the Hon. Robt. C. Winthrop, the venerable statesman of Massachusetts, and the esteemed President of the Board of Trustees of the Peabody Education Fund, we are deeply indebted for a copy of his "Centennial Oration, at Yorktown, Va., delivered on the 19th October, 1881." This able and patriotic discourse contains an interesting and eloquent review of the circumstances and events which led to the assertion of American independence, and a just appreciation of the character and services of the distinguished personages who figured in our revolution, and contributed to the final triumph at Yorktown. The oration closes with a fervent and soul-stirring appeal to the American people of the present day, to be worthy of their forefathers, in an earnest struggle to *maintain* "our beloved country in unity, peace, and concord."

Proceedings of the Trustees of the Peabody Education Fund, from October 6th, 1875, to February 4th, 1881, Vol. II.

"With the compliments of the Trustees," we have been honored with a bound copy of this second volume, as a companion, in the Library of the Peabody Normal Seminary, of Volume I, for which the custodian of the Institution was indebted to the friendship of the now revered Dr. Barnas Sears, to whose liberal policy, both the Normal Schools in New Orleans, with the model schools thereto attached, have been indebted for their organization and continued usefulness. These two volumes, including therein the Reports of the General Agent, with numerous data evincing the wisdom and liberality of Mr. Peabody's noble Board of Trustees, constitute a *monumentum ære perennius* to the memory of the noble philanthropist.

Could those who have so foolishly ventured to characterize Mr. Peabody's benevolence as "pretentious," and to cast a slur upon his Board of Trustees, but read the lessons of sagacity and sound philosophy every where apparent in these publications, they would hang down their heads in shame, and feel the justice of the poet's burning words:

"Truth crushed to earth shall rise again:
The eternal years of God are hers;
But error, wounded, writhes with pain,
And dies among his worshippers"

"Le Louisianais," of St. James, of 21st January, for which we tender our thanks, contains a very able and suggestive editorial on the "Necessity of Free Schools" in Louisiana, to which we may hereafter call the attention of our readers. This independent and fearless journal is also advocating, with marked zeal and justice, certain needed correctives of the corruptions which are afflicting the body social and politic, in this commonwealth. This is a branch of "popular education" in which we feel an abiding interest; and we greet the Editor of "Le Louisianais" as an apostle of the holy cause.

SEA-WAY.

The tide slips up the silver sand,
Dark night and rosy day;
It brings sea-treasures to the land,
Then bears them all away.
On mighty shores from east to west
It wails, and gropes, and cannot rest.

O tide, that still doth ebb and flow
Through night to golden day:
Wit, learning, beauty, come and go,
Thou giv'st, thou tak'st away.
Bet some time, on some gracious shore,
Thou shalt lie still and ebb no more.

—*From Literary News.*

Book Notices.

"Guides for Science Teaching. No. XII. Common Minerals and Rocks," by William O. Crosby.

This is one of a very valuable series of "Guides," published, in a convenient form, by Ginn, Heath & Co., under the auspices of the "Boston Society of Natural History." The series includes, No. I, "About Pebbles;" No. II, "Concerning a few Common Plants;" No. III, "Commercial and Other Sponges;" No. IV, "A First Lesson in Natural History;" No. V, "Corals and Echinoderms;" No. VI, "Mollusca;" No. VII. "Worms and Crustacea;" No. VIII, "Insects;" No. IX, "Fishes and Frogs;" No X, "Reptiles and Frogs;" No. XI, *et seqs*, on the "Common Metals and Minerals." These little volumes are all written, by distinguished professors, in a style adapted to purposes of instruction and each of them is so illustrated as to explain and elucidate the text. They are just the books needed in our schools of Elementary Science, whose teachers might correspond with the publishers for their introduction on moderate terms Complete sets of the specimens of Minerals and Rocks, needed for "object-teaching," may also be secured. by correspondence with W. O. Crosby, Esq , of the "Boston Society of Natural History."

"New Manual of General History, with particular attention to Ancient and Modern Civilization." by John J. Anderson, Ph. D. Part II. Mediæval and Modern History. Clark & Maynard, Publishers, New York.

This volume of history is written in a dispassionate and very interesting style, calculated to awaken a constantly increasing ambition in the student to advance in his knowledge of the heroes and statesmen, who have wielded the destiny of the world for the last fourteen hundred years. The work is well adapted to school-use; each chapter being followed by a synoptical or chronological or topical review, and illustrated by a map adapted to the period described, and the whole work, indeed, is elucidated by portraits and scenes of a very attractive character.

We commend both volumes of this admirable History to teachers desiring a Manual of General History.

"*Comptes Rendus*" de L'Athénée Louisianais. Tome I, of Second Series, January, 1882.

This new series is to appear in 8vo. pamphlets. Tome I, certainly appears more dignified than did the quarto sheet in which we were wont to find the proceedings of the L'Athenée: hence we tender our congratulations on the change of form, and the publication of the committee's vigorous vindication of the objects aimed at by the association. A New Year's Poem, quite *a propos*, by Monsieur G. Dessommes; an able article on Marsh fever, by Dr. Sacc, of Montevideo (in which it is stated that the cultivation of the Eucalyptus has caused the fever to leave the marshes of Algeria); an analysis of the water of a well on Villeré street, by Dr. J. G. Hava, (which water sickens plants), followed by remarks on the same subject by Drs. Turpin and Devron; an interesting account of a duel of General Andrew Jackson, as published by Mr. Félix Limet in "la Revue Britannique," of Paris; a faithful account of the Welcome tendered to the French delegates (from Yorktown) by the "Union Française," (including the addresses of the Viscount d'Abzac, French Consul, Monsieur Tujaque, President of the "Union," and Monsieur Jas. S. Hosmer, in behalf of "L'Athénée," with General Boulanger's appreciative response); a notice of the Rural Association of Uruguay, (giving notes as to the care of sheep, and other data of interest); and other articles of great interest, constitute the rich table of contents of this first tome in 8vo., — in addition to its reports of the proceedings of L'Athénée, at its sittings of October 28th, November 11th and 25th, and December 9th, which we have read with no little edification.

"Le Français," No. 4, January 5th., 1882.

The conclusion of "*Un Mariage d'Amour*," an admirably humorous tale of Ludovic Halévy; selections from *Les Lettres Persanes* of Montesquieu, as illustrative of French literature in the 18th century; an appreciative notice of "*Les Quatre Vents de l'Esprit*" de Victor Hugo, with choice extracts from his "Livre Satirique," and "Livre Lyrique;" an interesting account of Napoleon III, and Madame Cornu, *à propos*, of the proposed publication of their correspondence in 1885; Letters corrected with logical precision; Correspondence (Notes and Queries); Phrases corrected and to be corrected; Faulty phrases corrected; ingenious Word-puzzles; Charades and Homonymes; idioms in French and English; a very able discussion of questions of pronunciation, by the Editor. Jules Lèvy, Esq., and some very witty clippings, with other valuable matter, will be found in this number of "Le Français." What better journal could students of the French language in our schools find than this admirable "Revue Mensuelle de Grammaire et de Litérature." Edited by Jules Lèvy, 17 Story street, Cambridge, Mass?

"The Youth's Companion, a weekly paper for young people and the family," published at No. 41 Temple Place, Boston, Mass.

A specimen of this sprightly and entertaining paper, with which we have been favored, enables us to pronounce it one of the most

useful publications in the land. The stories in it are penned by many of the ablest writers in our country, and they are wholly unexceptionable; and anecdotes, sketches of travels, poems, puzzles, incidents, humorous and pathetic, abound in its columns. It is just the publication that would both amuse and instruct our young people, and, at the same time, interest and delight the family circle.

"Education, an International Magazine, devoted to the science, art, philosophy, and literature of education. Thos W. Bicknell, Conductor, Boston, Mass.

Volume II, January—February, 1882—No. III, of this ever-welcome Review, has, as its frontispiece, a very handsome steel engraving of the scholar, statesman, and martyr-President, J. A. Garfield, followed by a very just and able exposition of the late President's labors in and for the cause of education, by President B. A. Hinsdale, A. M, of Hiram College, Ohio. An able review of the Pessimist system of the Philosopher Schopenhauer, by Mrs A. J. Hathaway; valuable suggestions by Rev. M. D. Bisbee, on Moral Instruction in Public Schools; a pertinent discussion of "Topical vs. International Bible Study," by James E. Vose, A. M.; excellent hints on "Oral Teaching," by Edward A. H. Allen, A. M.; an eloquent and instructive article on "Education at the South," by J. L. M. Curry, D. D, LL. D.; a lucid response to the question: "Have we a Science of Education?" by Jerome Allen, A. M., of State Normal School, St. Cloud, Minn.; "Notes on the Development of Self-Consciousness," translated by Marion Talbot, from "Die Seele des Kindes," by Professor Wiiliam Preyer; an earnest condemnation of the "Machine in Education," by Professor N. M. Wheeler, of Lawrence University, of Appleton, Wisconsin—such are the valuable contents of this number. Able editorials follow on "The Practical;" an "Innovation in College Government;" "School Children as Messengers;" Truthfulness in Children; Education and Civil-Service Reform; with miscellaneous notes on various subjects, and on science, art, etc.

This valuable Review can be secured at 75 cents a number, or $4 00 a year.

"THE SCHOOL HERALD," of January 1st, published by W. I. Chase, Chicago, Illinois, contains, as usual, its "History of the World," from December 16th to 31st—a valuable compendium, with other valuable historical data, and various matter of interest to all teachers and friends of education.

Ward's Natural Science Bulletin, Rochester, N. Y., January 1st., 1882.

We are indebted to the Editor for this highly interesting publication, affording, as it does, valuable items of scientific knowledge, with illustrations. It is published, quarterly, at 50 cents *per annum*, and is worthy of a large subscription list. Communications may be addressed to Professor H. A. Ward, No. 2 College Avenue, Rochester, New York.

The Verbalist, a manual devoted to the discussion of the right and the wrong use of words, by Alfred Ayres. Published by D. Appleton & Co., New York. The popularity accorded to the previous volume of this series. "The Orthœpist, a pronouncing Manual," has prepared the public to receive with favor this second and more extended discussion on the right use of words. The work has been well advertised by the extensive publication of excerpts from it, in the newspapers of the country. It is a very entertaining and valuable book, which will be greatly enjoyed by students of the English language, and will be found very convenient to teachers for daily reference with their pupils.

Seven Voices of Sympathy, from the writings of Henry Wadsworth Longfellow. Edited by Charlotte Fiske Bates, published by Houghton, Mifflin & Co., Boston.

The extent, value, and beauty of Longfellow's writings may be inferred from this volume of 258 pages, containing selections in prose and poetry, written in sympathy for those who suffer from bereavement or are moved with tender emotions in the sad experiences of life. Admirers of Longfellow will be glad to have this book near at hand for the spare moments when the mind turns to the thoughts of others to find food for reflection or consolation. J. C. Eyrich, of Canal street, has kindly furnished us with a copy.

Gilmore's Intermediate Speaker, by Prof. J. H. Gilmore, author of Text-Books on English Literature, published by Henry A. Young & Co., Boston, Mass.

The difficulty sometimes experienced by the teacher in selecting for the pupil proper subjects for declamation is happily met by a publication of new text-books upon the subject. The work before us is well adapted to the use of pupils in intermediate grades—the selections, chiefly in verse, are varied, of good literary quality and of healthful moral tone.

Recollections of Auton House. A Book for Children, with illustrations, by C. Auton Houghton, Mifflin & Co., Boston.

A semi-humorous account of domestic life where the house is full of children, each one of whom is endowed with super-abundant individuality and a supply of humanity sufficient to make things lively in the nursery and play ground. The learning and wit of

the author seem occasionally to over-shoot the level of child nature and intelligence, but this, in a measure, is compensated by the happy illustrations with which the book is adorned. Mr. J. C. Eyrich, Canal street, very kindly furnished us with a copy.

For fresh, sparkling, wholesome reading, adapted to improve the imagination and intelligence of the "ten-year-olds"—with illustrations clear, tasteful, and to the point—we recommend "Our Little Ones," by the Russell Publishing Company, 149 A Tremont street, Boston.

The January number of The Educational Journal, of Virginia, one of the most valued of our exchanges, contains nearly one hundred pages of reading matter, chiefly devoted to an account of the proceedings of the sixteenth annual meeting of the Educational Association of Virginia, held at Norfolk, Virginia, July 5th, 1881. The papers on Scientific, literary and educational questions are able and exhaustive—presented by men of great ability and exalted position. It is encouraging to find representatives of all the different grades of instruction, primary, secondary and higher, in public and private institutions, taking counsel together upon measures best adapted to improve the educational system of the grand old commonwealth. The noble esprit-de-corps among its teachers is largely due to the Teachers Institutes and to the high character of its State Association.

JOURNALS.

The Atlantic Monthly, for February. Houghton, Mifflin & Co., Boston.

This number opens with a poem, "The Bay of Seven Islands, by Whittier. "Some Traits of Bismark" is a graphic sketch of the great German Chancellor. Lathrop's story, "The Echo of passion," is continued through Chapters IV and V. "Tom's Husband," by Sarah Orne Jewette, is a capital story—seasoned with humor and a touch of satire. Studies in the South, II. The graphic sketch of a visit to the camp of the Moonshiners is brought to a close by a description of the funeral of one of the fraternity in the mountains. Other parts of the South were visited, the traveler manifesting no little talent in his collection of curious specimens of the genus homo. The negro planters, negro preachers, and unreconcilable political apostles of coercion, found by him in Virginia, Louisiana and Texas, represent so small a class of the population of the South, that they must be regarded as too few in number to serve as representatives of the people. These articles, therefore, are properly named sketches '*in* not *of*' the South. They are, however very readable.

A word portrait of "Daniel Webster" brings the "Great Expounder" to view "The House of a Merchant Prince" I, II, by Bishop opens well, claiming interest from the start. The other articles—with the lively talk of the Contributor's Club and the Editorial Notes—make this number of the Atlantic very attractive.

Popular Science Monthly, for February. D. Appleton & Co., New York.

This number presents the usual variety of original and selected articles upon scientific and literary subjects. The first in order is, "The Seven World Problems, by the German Scientist, Emil du Bois-Reymond." The seven difficulties which the author regards as transcendal and insurmountable in considering the ascending development of nature, are: 1. The Existence of Matter and Force. 2. The Origin of Motion. 3. The Origin of Life. 4. The Apparently Teleological Arrangement of Nature. 5. The Origin of Simple Sensations. 6. Intelligent Thought and the Origin of Language. 7. The freedom of the Will.

Among other interesting papers we find a reprint of a lecture entitled, "A Glimpse Through the Corridors of Time," by Robert S. Ball, LL. D., F. R. S. The subject discussed is the influence of tides upon the earth and moon. As a result of the calculations of the learned author, we are informed that 5 ,000,000 years ago the moon revolved around the earth once in three hours, and that 150,000,000 years hence—the day of the earth, by a gradual increase of a second of time for the benefit of each succeeding generation, will contain 1,400 of our present hours. The earth and the moon will then be in a state of eternal compromise upon the tide question. At present, the moon, having been deprived of water by her mother earth, is taking revenge by showing us one side of her face only, and by continual agitation of the earth's surface.

REPORTS.

Twenty-Seventh Annual Report of the Board of Controllers, and the Eighth Annual Report of the Superintendent of Public Schools, of Alleghany City, for the school year ending June 1st, 1881. The report is very full with statistical information—questions for examination, and narrative of work—rules for government of schools, etc.

Department of Education—City of Buffalo. Annual Report of the Superintendent of Education for the year 1880. Christopher G. Fox, Superintendent. The report is very interesting. 439 teachers are employed. The whole number of pupils registered 18,529. Average daily attendance 14,822. Average

number of pupils to the teacher 44. Total expenditures $347,204.54.

Twelfth Annual Report of the School Board of the City of Petersburg, Virginia, for the sessions 1880--81. R. E. Hardaway, Superintendent—designated as principal of schools.

The Illinois Wesleyan University, located at Bloomington Illinois, has a non-resident and post-graduate course of study. After the manner of the London University, and designed for "professional men and women who are ambitious to avail themselves of the benefit of systematic study, under university guidance, and desire that their labor shall receive just recognition by the granting of proper degrees." We have received a neat catalogue of the studies and other requirements.

Received Annual Report of the Superintendent of Public Schools, for the City of Alexandria, Va. From 1878--1881. Richard L. Carne, City Superintendent. Teachers Institutes are favorably referred to in the report—as having exercised a very beneficial influence upon the work of the schools.

We are indebted to Thomas L. Preston, Esquire, Principal of McDonogh Number 7, for a copy of the Houston Daily Post, January 15th, containing an interesting report of the condition of the free public schools of Harris County, Texas; and also proceedings of a meeting of the teachers of the Houston schools—called by the superintendent W. H. Foute, Esq. "A general discussion of 'How to Teach Spelling,' elicited some very practical and useful methods. The meetings of these classes promises to be productive of much good both to teachers and the school system."

We are of the opinion, from a personal acquaintance with Professor Foute, that the authorities of Houston have been fortunate in securing his services as Superintendent of the public schools of that city. We trust that he will be able to bring up the schedule of salaries of teachers to a decent figure, as one of the preliminary steps to efficient school organization. The report of the Superintendent of Harris County—embracing schools outside of Houston—shows the average salary, per month, of white male teachers....$22 78
Average salary per month of white female teachers..... 20 36
Average salary per month of colored male teachers..... 32 12
Average salary per month of colored female teachers..... 21 05

From which it appears that the colored teachers receive higher salaries than white teachers—a statement which would justify some explanation.

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